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ABSTRACT

This two-volume compendium contains descriptions of youth employment systems developed by local Service Delivery Areas (SDAs) and Private Industry Councils (PICs) to help disadvantaged youth under the Job Training Partnership Act (JTPA). Designed for use by program practitioners, the document explains the context for the current program requirements; clarifies what is mandatory versus what is discretionary; provides samples, models or alternative approaches to various elements of a system; and provides resource listings that SDAs can use to gather additional information. Volume I contains a description of Youth Employment Competency Systems and an explanation of why they are essential, a description of the 7 elements of a sufficiently developed system, and the 11 performance-based preemployment/work maturity core competencies and the relationships among them. Volume II contains four appendices: (1) a compilation of resources, samples, and examples from SDAs and PICs around the country; (2) a 17-item annotated bibliography and resource listing; (3) the JTPA annual status report forms and reporting instructions; and (4) a glossary. (KC)

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COMPENDIUM OF SUCCESSFUL PRE-EMPLOYMENT/WORK MATURITY YOUTH EMPLOYMENT COMPETENCY SYSTEMS

A COMPILATION OF RESOURCES, SAMPLES AND EXAMPLES FOR PROGRAM PRACTITIONERS

VOLUME I

VOLUME II
APPENDICES

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EMPLOYMENT AND TRAINING ADMINISTRATION
U.S. DEPARTMENT OF LABOR

OCTOBER 1989

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COMPENDIUM OF SUCCESSFUL PRE-EMPLOYMENT/WORK MATURITY YOUTH EMPLOYMENT COMPETENCY SYSTEMS

A COMPILATION OF RESOURCES, SAMPLES AND EXAMPLES FOR PROGRAM PRACTITIONERS

VOLUME I

PREPARED BY
J.R. REINGOLD & ASSOCIATES, INC.

FOR THE
DIVISION OF PERFORMANCE MANAGEMENT AND EVALUATION
OFFICE OF STRATEGIC PLANNING AND POLICY DEVELOPMENT
EMPLOYMENT AND TRAINING ADMINISTRATION
U.S. DEPARTMENT OF LABOR

OCTOBER 1989

PREFACE

This Compendium of Successful Pre-Employment/Work Maturity Youth Employment Competency Systems is a testimony to the fact that the best available technical assistance materials can be obtained from the states and Service Delivery Areas (SDAs) that have been working diligently on the issues of preparing young people for employment. It was developed to provide program practitioners a "sampler" of generally acceptable practices excerpted from various states' and SDAs' pre-employment/work maturity youth employment competency systems. Program practitioners may use parts of materials provided in this volume, or may go significantly beyond what is suggested here, as long as they meet the minimum guidelines as set forth in various regulatory material and reporting documents.

This compendium was created for program practitioners in the Job Training Partnership Act (JTPA) system and those SDA and Private Industry Council (PIC) staff who are charged with developing or managing Youth Employment Competency Systems. Of course, states must understand their responsibilities for ensuring that the SDAs have sufficiently developed Youth Employment Competency systems. Therefore, states may also find this compendium a useful tool.

A few caveats are in order. This compilation is *not a model youth employment competency system.* Its focus is solely on pre-employment/work maturity skills -- one of the *three* youth employment competency skill areas. The materials provided in this compendium are not complete "systems" nor are they necessarily all that a program operator needs in order to have a sufficiently developed system. Rather, they are good examples of specific features of a sufficiently developed system that may be of use as resources, samples and examples developed by other professionals in the field. They are meant to be used as needed by program practitioners, and adapted and modified to suit local needs.

It is important that program practitioners develop their own underlying philosophy of service, and that they think through what they want to accomplish, and for what target populations. These materials do not substitute for this thinking, or for good program planning or program design. They do reflect the Department of

Labor's emphasis on quality program design and planning in order to achieve measurable results and positive outcomes for youth.

The field of employability development is complex -- it is difficult to evaluate behavior, assess deficiencies, develop proficiencies, quantify, certify and document results. In fact, psychometricians spend their lives studying and working on these issues. However, the employment and training field has matured significantly in the past several years. We have made significant strides in performance standards, performance measurement and overall system development and accountability, and there are excellent programs and practices in the field through which we can further advance the state of this art.

This Compendium was developed with the understanding that youth employment competencies is an evolving field, and that there are many other examples of excellence around the nation that may not be featured here. The author hopes that other SDAs with exemplary materials will make them available to the Department of Labor and to other practitioners so that we may all benefit from the best resources that are currently available.

Those SDAs and PICs with the more sophisticated sufficiently developed systems may not need this compendium as much as others. The materials have been gathered and pulled together in an attempt to provide assistance to those SDAs that may need guidance and support.

The usual disclaimers apply. Responsibility for the content (and any errors herein) rests solely with the author. Credit for the "good stuff" goes to those professionals in the field who took the time and trouble to share their materials and provide advice and guidance.

Janet R. Reingold
President
J.R. Reingold & Associates, Inc.
October 1989

ACKNOWLEDGMENTS

In developing this compendium, materials on pre-employment/work maturity competencies were collected from a variety of sources, including Department of Labor issuances, GAO Reports, and state or locally developed manuals and resources. Clearly, a compendium of this sort cannot be developed without the dedication and commitment of seasoned professionals at the national, state and local levels. Special thanks are owed to those individuals who were willing to guide the initial planning of this compendium; review draft manuscripts and provide constructive comments and suggestions; and provide helpful samples, examples, resources and other materials from their local youth employment competency systems.

The author wishes particularly to thank **Karen Greene**, Chief of the Division of Performance Management and Evaluation, Office of Strategic Planning and Policy Development, Employment and Training Administration, U.S. Department of Labor, and **Martha Muirhead**, Program Analyst, Adult and Youth Standards, for their leadership, vision and overall direction in the production of this compendium.

When the task was first defined, a number of nationally recognized experts in this field were consulted. Because we found them so helpful, we are including their telephone numbers so that practitioners can call on them as needed. Special thanks are extended to **Susan P. Curnan**, (1-800-343-4705), Deputy Director, Center for Human Resources, Heller Graduate School, Brandeis University; **Ricky (Richalene) Kozumplik**, (317) 473-5571, Vice-President, North Central Indiana PIC; and **Pete Thibodeau**, (207) 289-3378, Planner/Manager, Jobs Training Administrative Office, 15 County SDA, Maine. In addition, the author is especially grateful to the **Center for Remediation Design**, particularly **Lori Strumpf**, (202) 872-0776, for providing the benefit of her extensive knowledge of exemplary practices around the country, and for allowing us to "borrow" from the Center's extensive library of literature and resources gathered from practitioners nationwide.

Many practitioners provided their insights, resources and experiences to enhance and enrich this compendium. Our requests of them were not simple. We asked them for materials or samples of program elements that were addressed comprehensively, relatively simple to implement and use, broadly applicable to other states and/or SDAs, particularly creative or unusual, and already in use with some evidence of a track record of success.

We wish to thank particularly the Department of Labor's **Youth Technical Workgroup**, many members of which gave generously of their time to respond to our call for samples and examples, advice and guidance. Among those we wish to thank are **Jill Elkins**, (503) 280-1058, Competency Specialist, Portland, Oregon PIC; **Marque Haeg**, (503) 373-1995, Technical Service Analyst, Department of Economic Development, Salem Oregon; **Kathleen King**, (214) 767-6916, Program Analyst, U.S. Department of Labor, Region VI; **Alan Melchior**, (1-800-343-4705), Director of Program Assistance, Center for Human Resources, Heller Graduate School, Brandeis University; **Joe Racek**, (206) 438-4635, Program Director, Training Program Services, Lacey, Washington; **Cathy Andrews**, (319) 326-0744, Associate Director, IOWA SDA #9, Davenport, Iowa; and **Terry Conliffe**, (502) 564-5360, Division for Job Training, Department for Employment Services, Frankfort, Kentucky.

The original work which provided the launching pad from which this compendium was ultimately conceived and broadened was produced by **Rick Spill** (703) 920-2803, and **Nancy Humphrey**, (703) 892-4062.

And, finally, **J. R. Reingold & Associates, Inc.**, wishes to thank **Kathy Hom** for her diligence above and beyond the call of duty, reviewing the more than 8,000 pages of reference and resource materials to sort, sift, organize, analyze and help assemble some noteworthy examples that are included in this compendium.

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INTRODUCTION

Many economically disadvantaged youth, because they lack the skills needed to find and hold a job, face long-term employment problems. Congress acknowledged this when it enacted the Job Training Partnership Act (JTPA) -- the primary federal job training program for economically disadvantaged youths and adults. Since its inception in 1983, about $1.9 billion has been appropriated annually for Title II-A of the Act, and at least 40 percent of these funds are to be spent on services for youth.

While job placement is the primary performance measure for adult programs, the Act specifies that youth programs should also measure other factors, such as attainment of "employment competencies" needed for success in the labor market. The policies, procedures or systems used by local programs to provide training in such competencies constitute their "youth employment competency systems".

Because these youth employment competency systems are developed locally, it has been difficult to ensure comparability in pre-employment/work maturity programs within states and around the country. Since funds for incentive awards for good performance are distributed by the states, if comparability is lacking, there is inequity in distribution of incentive grants for good performance.

PURPOSE

The purpose of this Compendium of Successful Pre-Employment/ Work Maturity Youth Competency Systems is to help SDAs and PICs serve their youth in a more effective and efficient way. This compendium is designed to help program practitioners:

1) Make their Youth Employment Competency Systems more consistent in terms of quality, without being burdensome or intimidating;

2) Attain at least a certain basic or minimal level of youth employment competency system comparability to alleviate the inequity among state incentives for competency attainment;

3) Distinguish between those program planning, design and operation factors which are mandatory and those which are discretionary; and

4) Share knowledge and expertise on best practices by collecting, organizing and referencing some of the best materials on pre-employment/work maturity skills currently available in the JTPA system for use by other program practitioners.

OBJECTIVES

The objectives of this compendium are to:

1) Explain the history, background and evolution of the program requirements and describe the opportunities available for local discretion;

2) Help program administrators set reasonable competency expectations, better define competency achievement, and give greater weight to enhancement outcomes;

3) Give program designers a better idea of what program factors are mandatory versus discretionary;

4) Help program designers identify each participant's individual deficiencies and show how the JTPA intervention quantifiably enhanced the participant's competencies;

5) Encourage individualized service strategies based on participant skills, knowledges and abilities;

6) Encourage definition of job skill levels appropriate to meet employers' needs in the particular local labor market; and

7) Collect, organize and reference a compilation of some of the best materials currently available for the use of program practitioners, including good features of locally developed competency systems.

Specifically, this compendium is designed for use by program practitioners to explain the context for the current program requirements, clarify what is mandatory versus discretionary, provide some samples, models or alternative approaches to various elements of a sufficiently developed system, and provide some resource listings that SDAs can use to gather additional information. The ultimate objective is to help practitioners establish objectives and design pre-employment/work maturity programs that are based on each young person's proficiencies at program entry, are employment related, and relevant to the SDA, to contribute to the participant's employability and opportunities for postprogram employment.

ORGANIZATION OF THIS COMPENDIUM

Volume I: Volume I contains a description of Youth Employment Competency Systems and why they are essential, an explanation of the seven elements of a sufficiently developed system, and the eleven performance-based pre-employment/work maturity core competencies, and the relationships among them. This volume was designed for policymakers, program managers, and practitioners at all levels.

The Introduction explains the purpose and objectives of this Compendium, and provides background information on why it was developed.

The next section provides an overview of a Youth Employment Competency System, using an individualized, developmental approach to youth employability (that is, that employability development consists of a range of skills, knowledges, abilities and attitudes along a continuum of development for a young person, and different youths are at different ages and stages as they enter the programs, and thus require different services). It describes the seven elements of a sufficiently developed system, the eleven performance-based pre-employment/work maturity core competencies, and the relationship among them.

The third section of this Compendium reviews the mandatory versus discretionary elements of a sufficiently developed system, and provides some examples to help practitioners understand the types of decisions that are to be made locally.

Volume II: Volume II contains the Appendices that accompany Volume I. These Appendices are designed for use primarily by program practitioners, in their work to develop and refine their own youth employment competency systems. The Appendices provide: A) A compilation of resources, samples and examples from SDAs and PICs from around the country; B) An annotated bibliography and resource listing; C) The JTPA Annual Status Report (JASR) Forms and Reporting Instructions; and D) A Glossary of Terms.

BACKGROUND

The attainment of youth employment competencies is an integral part of the Department of Labor's JTPA programs for disadvantaged youth. A primary concern of the Federal government, the states, SDAs, PICS and local programs is successful employability enhancement outcomes. Yet, unlike other program outcomes, competency attainments are locally defined to encourage local program staff to address specific local problems and labor market needs. Unfortunately, this local focus has brought about a certain lack of comparability across SDAs and has made existing programs subject to much systemwide criticism.

GAO REPORT

In February 1987, the General Accounting Office (GAO) published a report, "Youth Job Training -- Problems Measuring Attainment of Employment Competencies," which studied the problem of measuring competency attainment. GAO found that most local programs had some sort of youth competency system, but that they differed significantly in competency areas included and in criteria indicating program success due to attainment of competencies. Since competency programs are locally determined and can vary substantially, states needed performance standards that were adjusted to account for differences in competency systems. Otherwise, less comprehensive programs, such as those providing only pre-employment skills training, appeared more successful than those providing training that included basic education, which is more costly and harder for trainees to complete. It was concluded then that incentive awards could discourage, rather than encourage, the provision of necessary training. The principal findings of the GAO report were that:

Competency Areas Differed. Of the almost 600 local job training programs, 91 percent reported that they had implemented or were developing competency systems in June 1985. The diversity of such systems was described in responses to the more detailed questionnaire GAO sent to 100 programs. Of the 87 programs responding, 37 said they provided training in only one competency area (and that area was pre-employment/work maturity for 34 of the 37); 28 had two competency areas; and 22 included all three.

The diversity in major areas of training is significant because of the differences in training time. In the eight locations GAO visited, for example, the maximum time spent on pre-employment training generally was less than 50 hours, while basic education and job-specific training typically required several hundred hours.

"Attainment" Criteria Differed. Criteria for reporting "successful" termination of youth participants due to their attainment of competencies also differed among local programs. For example, some programs that offered training in more than one competency area required that a youth attain only pre-employment competencies, while others required attainment in basic education or job-specific skills as well. Criteria for reporting success in any one major area also differed. For example, one program required that a youth attain 22 of 24 identified pre-employment competency skills (which took about 40-48 hours of training) to be reported to the state as a program success. Another program, however, required attainment of only 1 of 15 pre-employment skills (which took 3 or 4 hours).

Data for Competency Standard Lacking. Currently, performance standards for youth combine attainment of employment competencies with other positive outcomes. For youth training programs, the Secretary of Labor has established four performance measures:

1. How many youths are placed in jobs;
2. How many youths obtain an employability enhancement;
3. The total number of positive terminations, including job placements and all outcomes that enhance employability; and
4. The cost of each positive termination.

Some Members of Congress expressed interest in establishment by the Department of Labor of a youth competency standard separate from the existing standards. The proposal was prompted by a concern that the existing performance standards focused too much on job placement, which could give SDAs a disincentive to provide competency training.

Legislation introduced by Congress in 1986 would have established a competency standard. The Senate Committee on Labor and Human Resources determined that a statutory change was not necessary but affirmed its desire for the Labor Department to proceed with plans to establish a separate standard. At the time, the Department of Labor did not believe it had the data it needed to set such a standard.

While a separate standard might increase the emphasis on improving the employability skills of youth rather than just placing them in jobs, GAO lacked a sufficient basis to take a position on whether or not a competency standard should be set.

GAO's Recommendation to the Secretary of Labor. GAO's recommendation to the Secretary of Labor was that the Secretary should (1) recommend that states adjust the performance standards to take into account the differences in local competency systems and (2) provide technical assistance to help states make these adjustments.

GAO Recommendation to the Congress. If the Congress chooses to require a separate youth employment competency performance standard, GAO recommended that the standard apply to all youth who attain competencies and that the act be amended to enable the Department of Labor to collect the data necessary to set and implement such a standard.

Department of Labor Comments. In its agency comments, the Department of Labor concurred with GAO's recommendation to the Secretary and indicated its intent to implement it. This compendium is one of several technical assistance projects that the Department of Labor has undertaken in response to the GAO Report.

DEPARTMENT OF LABOR POLICIES

In 1987 the Department of Labor announced a series of policy goals: (1) to encourage more intensive investment in services to at-risk youth by setting cost standards at levels that will permit more comprehensive programming; (2) to establish a new youth employability enhancement performance measure; and (3) to improve the quality and consistency of youth programming by emphasizing the provision of substantive pre-employment/work maturity skills and the attainment of competencies in at least two major skill areas.

In the March 7, 1988 Federal Register, the Department of Labor published revised program reporting requirements to respond to the lack of reporting consistency nationwide and the inequity in State incentives for competency attainments. The new reporting requirements were designed to accomplish two specific changes.

An Increase In Skill Areas Required. The first change was to increase the number of skill areas required for reporting a competency attainment. This change was in response to the inadequacy of youth competency systems to provide comprehensive employability training, particularly for those youth with multiple deficiencies. As of July 1989, it was required that each youth attain competency in **two out of the three skill areas -- 1) pre-employment/work maturity skills, 2) basic education skills, and/or 3) job specific skills.** This requirement is designed to help ensure that every youth counted as a competency attainment has received either basic skills education or job-specific skills training. Deficiencies in these two skill areas, especially basic skills deficiencies, are recognized in studies as being major determinants of chronic unemployment.

Minimum Criteria for Reporting PE/WM Competency Attainment. The second change was to establish **minimum criteria for reporting competency attainment in pre-employment/work maturity** -- the skill area which was found subject to the most variability. In response to the GAO report and others about wide variation in the pre-employment/work maturity (PE/WM) skill area, those competencies most frequently required by employers and addressed by PE/WM programs were identified by the Department of Labor and grouped into eleven broad areas:

Eleven Performance-Based Core Competencies

Pre-Employment Competencies

1) Making Career Decisions
2) Using Labor Market Information
3) Preparing Resumes
4) Filling Out Applications
5) Interviewing

Work Maturity Competencies

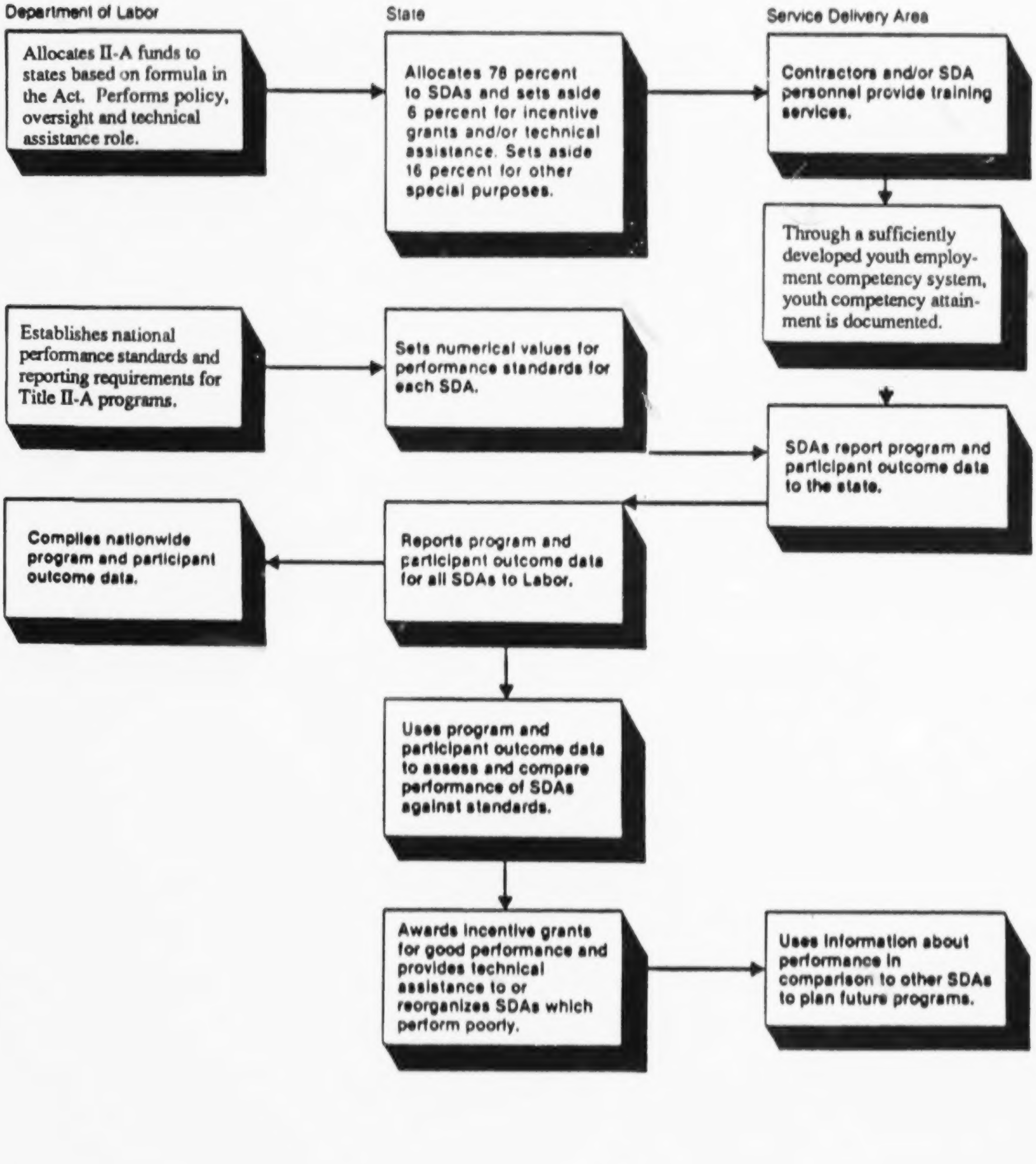
6) Being Consistently Punctual
7) Maintaining Regular Attendance
8) Demonstrating Positive Attitudes/Behaviors
9) Presenting Appropriate Appearance
10) Exhibiting Good Interpersonal Relations
11) Completing Tasks Effectively

Most programs prefer to offer more than the specified eleven competencies; some may call them by different names; however, demonstrated proficiency in at least these eleven most commonly recognized skills is required for reporting consistency.

Local programs have had wide discretion in defining employment competencies and in designing and operating competency systems. Little information has been available at the national level about just what the Youth Employment Competency Systems have been doing and just what it means when a youth has "attained a competency". Therefore, these changes were designed to help standardize program results nationwide.

The Act requires each state to set aside six percent of its Title II-A allocation for incentive grants and/or technical assistance. SDAs within a state compete for incentive grants awarded by the state on the basis of local program performance. The process and relationships involved in funding, setting performance standards, and awarding incentive grants are shown in the following chart. Note that if the youth employment competency systems are not at least somewhat comparable, it is difficult to ensure equity in incentive grants for good performance.

CHART 1:
ROLES OF DEPARTMENT OF LABOR, STATES AND SDAS IN ADMINISTERING TITLE II-A


Department of Labor
State
Service Delivery Area
Allocates II-A funds to states based on formula in the Act. Performs policy, oversight and technical assistance role.
Allocates 78 percent to SDAs and sets aside 6 percent for incentive grants and/or technical assistance. Sets aside 16 percent for other special purposes.
Contractors and/or SDA personnel provide training services.
Through a sufficiently developed youth employment competency system, youth competency attainment is documented.
Establishes national performance standards and reporting requirements for Title II-A programs.
Sets numerical values for performance standards for each SDA.
SDAs report program and participant outcome data to the state.
Compiles nationwide program and participant outcome data.
Reports program and participant outcome data for all SDAs to Labor.
Uses program and participant outcome data to assess and compare performance of SDAs against standards.
Awards incentive grants for good performance and provides technical assistance to or reorganizes SDAs which perform poorly.
Uses information about performance in comparison to other SDAs to plan future programs.

YOUTH EMPLOYMENT COMPETENCY SYSTEM AN OVERVIEW

COMPETENCY-BASED TRAINING

Competency-based training consists of defining skills to be learned, assessing skills the learner already has, providing training to address the deficient skills, and evaluating whether the learner attained the desired skills. Local programs have had wide discretion in defining employment competencies and in designing and operating competency systems. To evaluate local performance, states use national standards set by the Department of Labor. They can, however, adjust the standards for local factors, such as client characteristics and local economic conditions. Local programs report performance data to the state and to the Department of Labor, using the Job Training Partnership Act Annual Status Report (JASR).

A THREE-TIERED YOUTH DEVELOPMENT MODEL

One way to approach developing a strategy for structuring local youth programs is described on page 12 in "Working It Out, An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth At Risk of Chronic Unemployment" (see Bibliography in Appendix B). This paper describes an effective youth system as one which may be designed to meet multiple needs, and presents a three-tiered youth development model (employable, nearly employable and pre-employable) to match services to the needs of different youth.

> "The need to be able to provide a mix of services matched to the needs of different youth and a sequence of services that can address the need for long-term, intensive programming for some youth is leading more and more practitioners toward the development of a multi-tiered service delivery system. Where the traditional JTPA service delivery system is often organized as a collection of categorically targeted and funded programs (such as programs for minority youth or pregnant and parenting teens), a multi-tiered approach is organized in terms of the employability skills of the youth being served, with each "tier"

representing a sequence of programs and services designed to address a particular level of needs."

"In [Department of Labor] Region V and elsewhere around the country, one multi-tiered approach model is being developed that is based on the definition of three broad skill levels or levels of need among youth:

☐ Employable -- those who have solid basic and work skills, but need a job connection;

☐ Nearly Employable -- those who need some basic educational skills, pre-employment and work maturity skills, and on-the-job training; and

☐ Pre-Employable -- those who need intensive basic education and work site training.

In the three-tiered model, services are then aligned with the skill needs of the three groups of youth being served, with a different set of services for those youth functioning at each level. Youth entering the system at any one of the levels can continue upward through the skill hierarchy until they are job ready." Chart 2 on the following page illustrates how a three-tiered, developmental approach provides a structure to match youth with an array of employment services.

CHART 2
THREE-TIERED YOUTH DEVELOPMENT MODEL WITH SAMPLE ASSESSMENT LEVEL FOR PRE-EMPLOYMENT/WORK MATURITY AND BASIC EDUCATION SKILLS

[Reprinted from "Working It Out," p. 15]

Three-Tiered Youth Development Model with Sample Assessment Level for Pre-Employment/Work Maturity and Basic Education Skills

TIER	Sample/Estimates Assessment Level		Competencies Addressed	Appropriate JTPA Services	Sample Outcome(s)
	Grade Level	Criterion Ref. Scale Score (CASAS)*			
Employable • succeeded in school • some work experience • acceptable habits and attitudes	12th Grade 9th Grade	250 225	High level job search competencies (self-directed)	• Career awareness • Job search • Placement • Estimated duration of training 40-200 hours	• Entered employment • Estimated cost = $1,000-$2,500
Nearly Employable • weak school records • no diploma or GED • little or no work experience	9th Grade 7th Grade	224 215	Pre-employed/work maturity Basic Skills Intermediate Level	• Classroom training • Worksite training/TOE/OJT • Estimated duration of training 500 ± hours	• Entered Employment • Enhancement • Estimated cost = $4,000 - $5,000
Pre-Employable • high risk youth • school dropouts • unemployed/negative work experience	7th Grade < 3rd Grade	214 200	Pre-employment/work maturity Basic Skills Basic Level	• Basic skills remediation • Rigorous worksite training • Estimated duration of training = at least one full year depending on goal/exit point	• Move up tiers to employable, ultimate to obtain job as well as enhancement at each level • Estimated cost = $5,400-$10,000

A schematic such as this helps raise several pertinent operational questions all of which can be asked and answered on the local level, and all of which help determine how you measure up within the performance management system as you increase services to at-risk youth.

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* See Michigan paper for full explanation of CASAS criterion referenced assessment tools as well as an explanation of their outcome performance plan.

This developmental model provides a strategy for structuring local programs to provide the range of services needed to meet the needs of a diverse youth population. It points out that the capacity to match programs to the needs of individual youth and to provide a structured sequence of employability development also depends on having a system that can clearly identify the specific skills that a young person needs to gain, that can teach those skills in a practical context, and that can measure and document gains as they take place. Competency-based training provides that system, and when properly designed and undertaken, offers practitioners one of the most powerful performance management tools in the employment and training repertoire.

The most important thing to remember when designing or administering any youth employment competency system is that it must provide participants with needed skills, knowledge, attitudes, and behavioral traits in job finding, getting, retaining, and advancing. Competencies should be based on employers' entry level skill needs and other hiring requirements. Competencies must be taught in an integrated, yet flexible structure that accounts for:

- ☐ Client (employer) needs and requirements,
- ☐ Program goals, objectives, and desired outcomes,
- ☐ Service delivery strategies,
- ☐ Specific programs, services and activities provided,
- ☐ Teaching technology and instructional methods utilized,
- ☐ Students' individual learning needs and approaches, and
- ☐ Contract management needs.

"Working It Out" describes one systematic approach to employability through which services are matched to individual needs and are provided in a clear progression or sequence leading from the development of basic skills to employability. Through continual assessment and a competency-based approach to programming, a system can be designed that is flexible and varied in program mix; provides the capacity for longer-term programming, incorporates a mix of work and basic educational skills for those who need it, and organizes services into a logical employability development sequence.

"Working It Out," (pages 14-15), describes the "elements" of a sufficiently developed [competency based] system:

> "In a competency-based system, the linkages among curriculum, instruction and assessment provide a method to plan and manage a well integrated employability development program. The "PIC-recognized competency statements" identify the goals and objectives of the competency system; they provide an outline of the skills that need to be taught as a young person moves along the employability continuum. Carefully designed stages and types of assessment in a sufficiently developed system serve several purposes. An initial "appraisal" provides data to indicate the most appropriate program level for youth. Pre- and post-tests, as well as regular benchmarking, enable instructors to systematically monitor the progress of individuals (and groups) in order to determine when youth are ready to move to more advanced curriculum levels. The curricula indicate how needed skills will be taught and must, logically, relate to the competencies that need to be attained. The employability development plan provides a means of documenting assessment results and insuring that participants are assigned to activities related to their skill development needs. Certification -- a "diploma" or "skills passport" -- provides a means of indicating to participants and employers that a specific set of skills has been gained."

The Charts on the following pages illustrate the basic concepts of a competency-based approach. In a competency-based program, learning is defined in terms of specific, clearly defined skills or learning objectives, with a young person's progress measured by his or her demonstrated mastery of successive skills. Instruction emphasizes application of skills, is self-paced and focused on the specific skills a participant needs to learn, with regular and frequent feedback as the individual completes each task or lesson. An ongoing sequence of needs assessment, goal setting and competency selection, targeted instruction and youth progress evaluation allows students and instructors to identify needs and measure progress towards employability.

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CHART 3

PROGRAM COMPONENTS OF COMPETENCY-BASED AND NON-COMPETENCY-BASED PROGRAMS

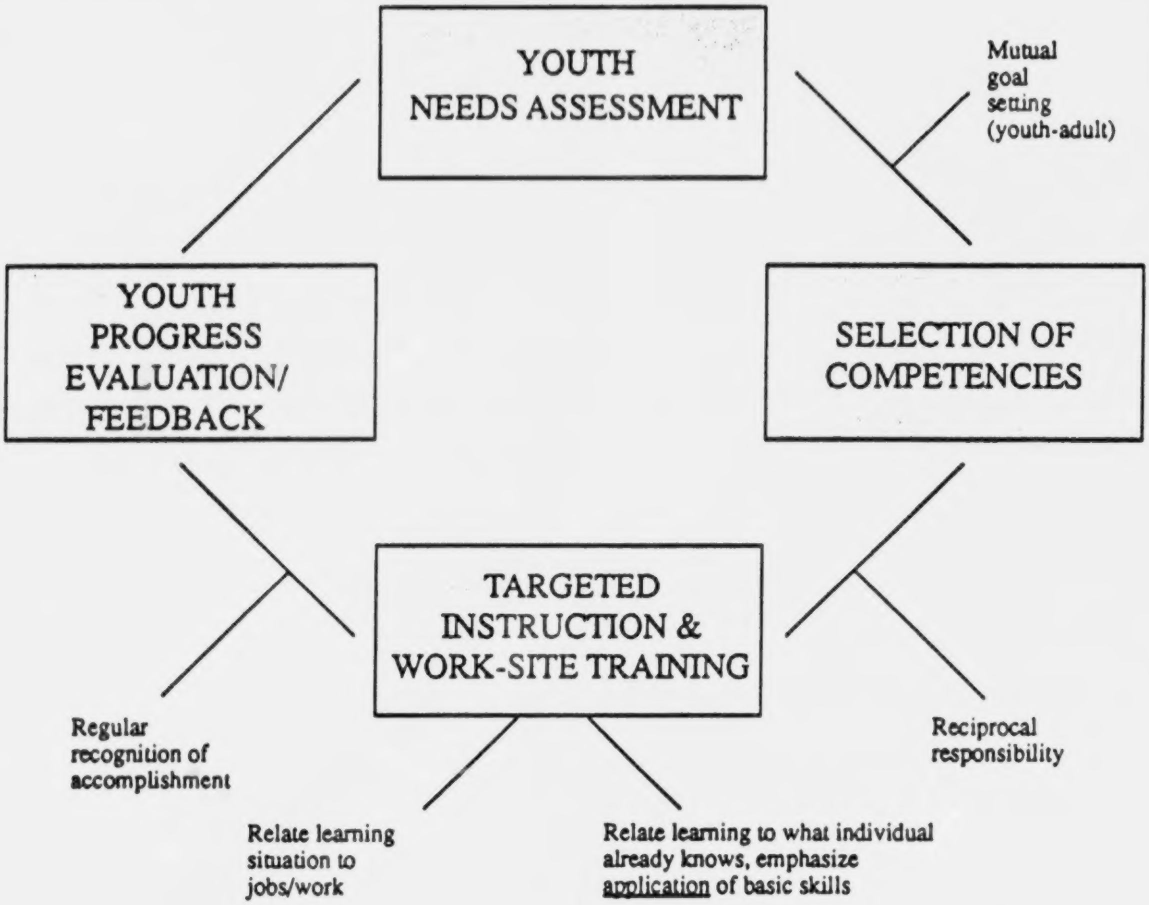
[Reprinted from "Working It Out," p. 12 A]

Program Components	Competency-based Programs	Non-competency-based Programs
1. Desired outcomes	Specific, measurable statements; typically at an objective level	Non-specific, not necessarily measurable; typically global statements
2. Instructional content	Outcome or competency-based	Subject-matter based
3. Amount of time provided for instruction	Continue until participant demonstrates mastery	Fixed units of time (*e.g.*, semester, term)
4. Mode of instruction	Emphasis on instructor as facilitator of participant performance; uses a variety of instructional techniques and groups	Emphasis on instructor presentation
5. Focus of instruction	What the participant needs to learn (especially related to employability and employment)	What instructor is able and likes to teach
6. Instructional materials	Several different texts and media based on the various learning styles of the participants in the program	Single sources of materials (text and/or workbooks)
7. Feedback on performance	Report results immediately after performance in understandable terms to the participant	Delayed feedback
8. Pace of instruction	Paced to each individual's rate of learning	Instructor- or group-paced
9. Testing	Criterion-referenced; test measures participants' progress toward attaining intended outcomes	Norm-referenced; based on relative performance of others
10. Exit criteria	Participant demonstrates the specified competencies	Final tests and grades

•CALIFORNIA STATE DEPARTMENT OF EDUCATION, 1987.

CHART 4
COMPETENCY-BASED EMPLOYABILITY DEVELOPMENT CYCLE

[Reprinted from "Working It Out," p. 12 B]


YOUTH NEEDS ASSESSMENT
Mutual goal setting (youth-adult)
SELECTION OF COMPETENCIES
Reciprocal responsibility
TARGETED INSTRUCTION & WORK-SITE TRAINING
Relate learning to what individual already knows, emphasize application of basic skills
Relate learning situation to jobs/work
Regular recognition of accomplishment
YOUTH PROGRESS EVALUATION/ FEEDBACK

HOW LONG IT TAKES TO REACH THE LEVEL OF "EMPLOYABILITY" DEPENDS ON WHERE YOU START

Center for Human Resources
Brandeis University, 1988.

YOUTH EMPLOYMENT COMPETENCY SKILL AREAS

The Department of Labor has grouped employment competencies into three major areas. They are (1) Pre-Employment and Work Maturity Skills needed to find and hold a job, (2) Basic Education Skills, and (3) Job Skills for specific occupations.

1. Pre-Employment/Work Maturity Skills

a. **Pre-Employment Skills** include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning, decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the telephone, telling time, shopping, making change, renting an apartment, opening a bank account, and using public transportation.

b. **Work Maturity Skills** include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, developing effective interpersonal relations, coping and problem-solving skills, and acquiring an improved self image.

2. Basic Education Skills

Basic Education Skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills in the workplace.

3. **Job-Specific Skills**

a. Primary Job-Specific Skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels.

b. Secondary Job-Specific Skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Note that this Compendium is designed to address only pre-employment/work maturity skills.

ELEMENTS OF A SUFFICIENTLY DEVELOPED SYSTEM

Although the Act does not require SDAs to establish competency systems, the GAO study found that the vast majority of those polled in 1985 had one. The overwhelming majority of SDAs stated that they believed such systems made it easier to meet performance standards. It is interesting to note that many States had encouraged the SDAs to establish a system. The U.S. Department of Labor requires youth employment competency systems in order for SDAs to claim competency attainment as a performance outcome.

The definition of "attained PIC-recognized youth employment competencies" used for reporting positive terminations under JTPA is as follows:

> "The total number of youth who, at termination, have demonstrated proficiency in two or more of the following three skill areas in which the terminee was deficient at enrollment: Pre-Employment/Work Maturity, Basic Education, or Job Specific Skills. Competency gains must be achieved through program participation and be tracked through **sufficiently developed systems** that must include: quantifiable learning objectives, related curricula/training modules, pre and post assessment, employability planning, documentation, and certification."

A sufficiently developed youth employment competency system must include the following seven structural and procedural elements:

1. **Quantifiable Learning Objectives** -- PIC-recognized competency statements that are quantifiable, employment-related, measurable, verifiable learning objectives that specify the proficiency to be achieved as a result of program participation.

   Employment competencies/quantifiable learning objectives approved by the PIC as relevant to the SDA must include a description of the skills/knowledge/attitudes/behavior to be taught, the levels of achievement to be attained, and the means of measurement to be used to demonstrate competency accomplishment. The level of achievement selected should relate to local employers' skills and other hiring requirements, and should enhance the youth's employability and opportunities for postprogram employment. (See Appendix A for sample quantifiable learning objectives.)

2. **Pre-Assessment** -- Assessment of participant employment competency needs at the start of the program to determine if youth require assistance and are capable of benefitting from available services.

   A minimum level of need must be established before a participant is eligible to be tracked as a potential "attained PIC-recognized youth employment competency" outcome. All assessment techniques must be objective, unbiased and conform to widely accepted measurement criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers. (See Appendix A for sample assessment forms.)

3. **Employability Development Plans** (EDP) -- Employability Development Plans/Individual Education Plans which use assessment results in assigning participants to appropriate learning activities/sites in the proper sequence to promote participant growth and development, remedy identified deficiencies, and build upon strengths.

Employability development planning is an interactive process between program and youth. It should be completed soon after enrollment and be updated periodically. The EDP should act as the roadmap for the training process, it shows the starting, intermediate and concluding points. (See Appendix A for sample EDPs.)

4. **Related Curricula, Training Modules, and Approaches** -- Focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient.

   Such related activities, components, or courses must encompass participant orientation, work-site supervisor/instructor/ community volunteer training and staff development endeavors as appropriate. They also must include, as appropriate, relevant agreements, manuals, implementation packages, instructions, and guidelines. A minimum duration of training must be specified which allows sufficient time for a youth to achieve those skills necessary to attain his/her learning objectives. (See Appendix A for sample curricula or training modules.)

5. **Post-Assessment (Evaluation)** -- Evaluation of participant achievement at the end of the program to determine if competency-based learning gains took place during project enrollment.

   Intermediate checking to track progress is encouraged. All evaluation techniques must be objective, unbiased and conform to widely accepted evaluation criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency and accuracy, and provide for the training/preparation of all raters/scorers. (See Appendix A for sample post-assessment forms.)

6. **Certification** -- Proof of youth employment competency attainment in the form of a certificate for participants who achieve predetermined levels of proficiency to use as evidence of this accomplishment to assist them in entering the labor market. Certification should be done in a form easily understood and generally acceptable to local employers, to

serve as a marketing tool for those served. (See Appendix A for sample certification forms.)

7. **Documentation** -- Maintenance of participant records and necessary reporting of competency-based outcomes to document learning gains achieved by youth through program participation. SDAs are responsible for maintaining copies of all competency statements, and evidence of their approval by the PIC. Program records must encompass:

   ☐ Pre-test/assessment documentation which substantiates deficiencies in PIC-recognized youth employment competencies at program entry;

   ☐ Substantiation that youth were enrolled in activities funded or coordinated by JTPA, with operative curriculum and/or training modules to teach the competencies identified as deficiencies;

   ☐ Post-test/evaluation documentation which substantiates attainment of PIC-recognized competencies during the program period; and,

   ☐ A copy of the participant EDP, and copies of all certificates awarded, as well as any other documents which serve as proof of competency gain.

(See Appendix A for sample documentation.)

ELEVEN PERFORMANCE-BASED CORE COMPETENCIES

Rationale

In order for an attainment to be reported in the area of pre-employment/work maturity skills, at least one PIC-certified competency statement must be developed/quantified and capability/ability must be demonstrated in each of 11 core competencies.

These core competencies are meant to serve as a minimum. In response to the GAO report and others about the wide variation in the pre-employment/work maturity skill area, those competencies most frequently required by employers and addressed by PE/WM programs are identified. Most programs prefer to offer more than these eleven competencies; however, demonstrated proficiency in at least these eleven most commonly recognized skills is required for reporting consistency.

At least five of the eleven learning objectives must have been identified as individual development needs during pre-assessment and achieved during program intervention before attainment can be certified. Thus, a youth must have been deficient in at least five of the eleven core competencies and must be proficient in all eleven before a program can claim a youth employment competency attainment. If a youth is deficient in all eleven core competencies, all eleven must be provided during program participation in order for the youth to be certified "competent" in the area of pre-employment/work maturity.

The purpose of including these eleven core competencies is to ensure that each youth enrolled in a pre-employment/work maturity component has an opportunity to acquire these threshold skills and thus achieve baseline employability. These eleven learning objectives are therefore considered bare minimums.

Pre-Employment/Work Maturity Competencies

The pre-employment/work maturity youth competency area encompasses job finding, job getting, job holding, and job advancing skills. Such capabilities are often referred to as employability skills. They enable a person to successfully market him or herself to an employer and maintain employer satisfaction -- two equally important parts of the same process. The first five competencies relate to pre-employment skills, those which are used for job finding and job getting activities. The last six competencies are related to work maturity and are those skills which help the employee hold the job and advance at a reasonable rate.

In order to ensure that young people are fully prepared for the process referenced above, it is necessary to combine pre-employment and work maturity skills into a single competency area. It is just as important to hold a job and make job advances, once one has a job, as it is to find and get one.

Pre-employment may be taught in classrooms, workshops, or field settings, with the same competency criteria usually applied across the board. Work maturity is taught predominantly at worksites, although it may also be taught in classrooms and during counseling sessions, with the same competency criteria also applied across the board on a general basis. They are both delivered through a standardized competency-based approach in which individual needs are assessed, training is delivered, progress is measured, and achievement is recorded. The pivotal consideration is ensuring that the competencies offered provide the strongest foundation for both successful labor market entry and retention.

The Pre-Employment Competencies

There are three kinds of pre-employment competencies: program-related, employer-related, and survival/daily living skills. All of these are considered employment-related because they help make youth self-sufficient, capable of functioning on their own, and free from obstacles which would make them unsuccessful employees. The following pre-employment competencies are examples of those found in the majority of systems reviewed.

> **Competency 1 -- Making career decisions.** Topics include career planning and decision making, clarifying values, changing jobs, researching companies and occupations, choosing an occupation, and collecting and understanding occupational information, such as career data and vocational descriptions, and collecting and understanding information about personal interests, aptitudes, skills and abilities.

Competency 2 -- Using labor market information. Topics include conducting a job search, following through on job leads, interviewing prospects, networking for occupational information, and locating and understanding employment related information.

Competency 3 -- Preparing resumes. Topics include developing a resume format, determining and organizing necessary information, using correct punctuation/spelling, vocabulary, ensuring a neat resume appearance, describing capabilities so that the skills needed are readily transferable to other job settings, writing a proper cover letter and distributing the resume.

Competency 4 -- Filling out applications. Topics include discerning the purpose of the application, filling out sample applications and standardized application forms such as the standard government employment application form, known as the SF-171, and using the application to best advantage.

Competency 5 -- Interviewing. Topics include using proper telephone etiquette (making an initial contact, setting up an interview appointment, and following up), getting to the interview, preparing background materials, making a positive impression, knowing what to expect, learning how to interview the interviewer and other interviewing techniques.

The Work Maturity Competencies

Work maturity competencies generally teach youth how to hold on to a job, make positive contributions to the workplace and advance in the job. Since these capabilities may often start out as abstractions which must be expressed in quantifiable, measurable terms, the competency statements and indicators must be as explicit, precise, and definitive as possible. Work maturity competencies, because of their nature, often overlap with capabilities from other areas. For example, communicating effectively in the workplace is a key job-keeping competency; communication is also one of the pivotal basic education skills.

Competency 6 -- Being consistently punctual. Topics include assuming responsibility, being punctual, developing time sense, conscientiousness and consistency of effort, coping with conflicts, demonstrating dedication, dependability, ability to follow directions, honoring commitments, and self-management.

Competency 7 -- Maintaining regular attendance. Topics include adhering to norms or rules of the workplace, dealing with the unexpected, demonstrating loyalty, keeping personal life from interfering with work, managing time, using sick leave appropriately, and being ready to work.

Competency 8 -- Demonstrating positive attitudes/behavior. Topics include accepting assignments, guidance, criticism, and correction from supervisor; being attentive, cheerful, considerate, cooperative, motivated, and courteous in the workplace; demonstrating proper conduct; showing initiative and volunteering extra effort when necessary.

Competency 9 -- Presenting appropriate appearance. Topics include appearance, decorum, grooming, hygiene, adhering to unwritten/informal norms of the worksite, demonstrating good judgment and neatness in workplace dress, and other aspects of grooming and self-image.

Competency 10 -- Exhibiting good interpersonal relations. Topics include being willing to work as a team member, participating actively, giving as well as requesting feedback, getting along with others, being helpful, handling pressure or boredom, maintaining self-control and a sense of humor, negotiating disagreements or differences of opinion, reacting to authority, and showing respect for others in the workplace.

Competency 11 -- Completing tasks effectively. Topics include being accurate in work assignments, performing assigned work without prompting, demonstrating pride in work, solving problems, working independently, ensuring quality in work, resolving difficulties, maintaining the work station, meeting deadlines, maximizing productivity, organizing duties, finishing work in a timely manner, attending to detail, and being willing to accept additional tasks.

In addition to being required by the Department of Labor performance system, these eleven performance-based competencies are those most frequently recognized by PICs, employers and vocational educators as being the critical determinants of employability. They describe objectively measurable skills. Therefore, all core competencies and their sub-topics can be assigned an expected performance level; in some instances, this includes a minimum period of time over which proficiency is to be demonstrated. In the optimum system, the numerical goals and objectives set should be achievable by most youth.

For further information on basic workplace skills, see *Workplace Basics: The Skills Employers Want*, published by The American Society for Training and Development and the U.S. Department of Labor

THE RELATIONSHIP BETWEEN THE SEVEN ELEMENTS OF A SUFFICIENTLY DEVELOPED SYSTEM AND THE ELEVEN PERFORMANCE-BASED CORE COMPETENCIES

As the Matrix in Chart 5 illustrates, each of the seven elements of a sufficiently developed system relates directly to each of the eleven performance-based core competencies. That is, a local youth employment competency system should have -- for each core pre-employment/work maturity competency -- quantifiable learning objectives, pre-assessment, employability development plan, curricula/training modules, post-assessment, certification and documentation. For illustration purposes, this means that every "Cell" on the grid would be filled.

This is the fundamental basis for designing a sufficiently developed system for the eleven performance-based pre-employment/work maturity competencies.

For example, for the pre-employment competency of "Using Labor Market Information," the objective of this competency is to help participants direct their own job search rather than relying on others to find job openings for them. To achieve this objective, participants are trained to identify and use major sources for finding jobs, use the networking process, read and understand want ads, develop their own job search plan, and use the telephone effectively to obtain job information and schedule interview appointments.

EXAMPLE OF A COMPETENCY STATEMENT FOR PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES

COMPETENCY:	Use Labor Market Information.
COMPETENCY INDICATOR:	Correctly read and interpret help wanted ads.
BENCHMARK:	Accurately interpret 20 abbreviations that are commonly used in help wanted ads.
TEST:	Written test with instructor appraisal.

As another example, the core competency "Exhibit Good Interpersonal Relations," essentially means that to be successful in a work setting, an employee must communicate effectively with co-workers and supervisors. The curriculum will assist in improving participants' communication skills, by helping them to distinguish between verbal and non-verbal communication, apply questioning, summarizing, and reasoning techniques to the listening process, and maintain eye contact. Participants are also trained to use correct grammar, diction, and tone when speaking. Finally, participants are trained to accept feedback and/or constructive criticism in a positive manner.

EXAMPLE OF A COMPETENCY STATEMENT FOR PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES

COMPETENCY:	Exhibit Good Interpersonal Relations.
COMPETENCY INDICATOR:	Identify the major types of communication. and explain the significance of each type of communication.
BENCHMARK:	Correctly identify six examples of verbal and non-verbal communication.
TEST:	Written test and instructor appraisal.

CHART 5

THE SEVEN ELEMENTS OF A SUFFICIENTLY DEVELOPED SYSTEM RELATE TO EACH OF THE ELEVEN CORE COMPETENCIES

	Pre-Employment Competencies					Work Maturity Competencies					
Eleven Performance-Based Core Competencies Seven Elements of a Sufficiently Developed System	Making Career Decisions	Using Labor Market Information	Preparing Resumes	Filling Out Applications	Interviewing	Being Consistently Punctual	Maintaining Regular Attendance	Demonstrating Positive Attitudes/Behaviors	Presenting Appropriate Appearance	Exhibiting Good Interpersonal Relations	Completing Tasks Effectively
Quantifiable Learning Objectives											
Pre-Assessment											
Employability Development Plans											
Curricula/ Training Modules											
Post-Assessment (Evaluation)											
Certification											
Documentation											

MANDATORY VS. DISCRETIONARY ELEMENTS OF A SUFFICIENTLY DEVELOPED SYSTEM

The mandatory elements of a sufficiently developed competency-based system were purposely defined in a general way in the Department of Labor's regulations. This was to allow PICs and SDAs the maximum leeway in program design, thereby encouraging them to design and implement programs which would meet specific, individual participant needs and specific, local employer and labor market needs.

Many program operators have taken the initiative and made a wide variety of discretionary program decisions. This section identifies those elements of a sufficiently developed competency system which are mandatory and some of the elements which are left to local discretion. Please note that not all possible discretionary elements have been identified or discussed. These items are meant to serve as examples or illustrations of the types of decisions that SDAs and PICs have the authority to make.

This section also reviews some of those programs which have successfully adapted discretionary elements to meet local needs. While it is by no means a complete and exhaustive analysis of all programs throughout the U.S., it is a "showcase" of some of the more creative program elements. One caveat is in order. The materials discussed in this section are not necessarily examples of complete, sufficiently developed systems, but rather, are illustrative examples of some of the ways that local program operators have designed elements of their programs to conform to federal requirements and take into account local needs.

For each of the seven elements of a sufficiently developed youth employment competency system, the **mandatory elements** are listed and described with an explanation as to why it is important. **Examples** are provided for further illustration. A representative **sample list of discretionary elements** is also provided to illustrate the types of decisions that are left to local program operators. Finally, some helpful **reference materials** are reviewed to guide program practitioners to resources that might help prevent re-inventing the wheel in each individual locality.

All publications referenced here are listed and described briefly in the annotated bibliography in Volume II, **Appendix B**. For purposes of brevity, publications referenced in this section are abbreviated as follows:

ABBREVIATION	PUBLICATION
GAO	United States General Accounting Office Report, Youth Job Training: Problems Measuring Attainment of Employment Competencies, February 1987.
Brandeis/Casas	Brandeis University, Center for Human Resources, The Heller School, Waltham, Massachusetts; and The Comprehensive Adult Student Assessment System (CASAS), San Diego Community College District Foundation, Program Assistance Manual for Youth Employability Development, Los Angeles, California, June 1989.
Brandeis/Reg.V	Brandeis University, Center for Human Resources, The Heller School, Working It Out: An Anthology of State and Local Performance Measurement Strategies Designed to Increase Service to Youth At Risk of Chronic Unemployment, Waltham, Massachusetts: United States Department of Labor, Region V, Youth Performance Management Task Force, February 1989.
Iowa	Central Iowa Employment and Training Consortium, Youth Employment Competencies, Des Moines, Iowa: Iowa Department of Education, June 1987.
Illinois	Illinois Department of Commerce and Community Affairs, Illinois Technical Assistance Materials, Springfield, Illinois, April 1989.
Kansas	Kansas Youth Program Advisory Committee, The Kansas Model, Topeka, Kansas: JTPA Youth Employment Competency System, Revised January 1989.
Kentucky	Kentucky Department for Employment Services, Technical Assistance Guide on Youth Employment Competency Systems, Frankfort, Kentucky: Department for Employment Services, May 1989.

ABBREVIATION	PUBLICATION
Indiana	Kozumplik, Ricki and the North Central Indiana Private Industry Council, NCIPIC Pre-Employment/Work Maturity Pre- and Post Tests, Peru, Indiana, June 1989.
Michigan	Center for Remediation Design, Pre-Employment/Work Maturity, Michigan: First Draft- May 22, 1989.
Vermont	Hall, Linda, The Employment Competencies in Vermont, Montpelier, Vermont: State of Vermont Department of Employment and Training Job Training Office, December 1986.
Los Angeles	Los Angeles Community Development Department, Training and Job Development Division, Youth Employment Competency System. Los Angeles, California: Los Angeles Private Industry Council, May 1986.
Nebraska	The Nebraska Competency System, YouthWorks. Lincoln, Nebraska: Nebraska Department of Labor, Job Training Program Division, Developed by The Center for Remediation Design and ProSync, Inc., 1989.
New York	New York City Department of Employment, Lilliam Barrios-Paoli, Commissioner, Youth Pre-Employment/Work Maturity Competencies Guidelines, Youth Pre-Employment/Work Maturity Competencies Pre-Test, and Youth Pre-Employment/Work Maturity Curriculum Content Outline. New York: January 1989.
Portland, OR	The Private Industry Council, Youth Employment Institute. Employment Training Competencies. Portland, Oregon: July 1, 1989.
Salem, OR	Mid-Willamette Jobs Council, Mid-Willamette Private Industry Council, Employment Competency Program. Salem, Oregon: Revised February 1989.
DOL Region VI	Pocket Guides to Youth Employment Competencies From Region VI, compiled by Kathleen King, Region VI, U.S. Department of Labor, August 1989.
SA	Spill, Rick, National Alliance of Business, A Systems Approach to Youth Employment Competencies. United States Department of Labor, Employment and Training Administration, 1987.

ELEMENTS OF A SUFFICIENTLY DEVELOPED SYSTEM

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1. Quantifiable Learning Objectives

Mandatory Elements

Quantifiable Learning Objectives are PIC-recognized competency statements that are quantifiable, employment-related, measurable, and verifiable, that specify the proficiency to be achieved as a result of program participation.

Employment competencies/quantifiable learning objectives approved by the PIC as relevant to the SDA must include a description of the skills/knowledge/attitudes/behavior to be taught (usually referred to as the "objectives"), the levels of achievement to be attained (usually referred to as the "benchmarks"), and the means of measurement to be used to demonstrate competency accomplishment. The level of achievement selected should be consistent with local entry level skills requirements and other business hiring criteria, and should enhance the youth's employability and opportunities for postprogram employment.

The reason for quantifiable learning objectives is to ensure that the participants receive training in those competencies that employers consider essential to satisfactory performance on the job.

Examples

Objectives	Benchmark	Assessment Measure
Job Search Plan		Question & Answer
-- To identify the elements of a successful Job Search Plan.	Participants will receive a percentage score of 80% or higher on Job Search Review	Completed Job Search Review with a minimum score of 80% or higher.
-- To separate the myths vs. facts in job search process.		

Objectives	Benchmark	Assessment Measure
Writing a Resume -- To identify seven key elements that should be included in a resume. -- To identify five elements that should not be included in a resume.	Participant will prepare a resume worksheet with elements in the Assessment. Resume will be: -Neat & orderly -Well organized -Free of spelling, and grammatical errors -Complete and accurate	Product Review Completion of handwritten resume worksheet containing: -Name/address/phone -Employment Goal -Demonstrated Skills -Interests -Employment History -Volunteer Experience -Education

Discretionary Elements:

☐ **What is to be taught** -- which skills, knowledges, attitudes, behaviors, curricula best reflect local labor market/employer needs, situations and circumstances;

☐ **How it is to be taught** -- which methodology (classroom, on-the-job, or self-teach) should be used, and for what duration;

☐ **Who program participants should be** -- who from among the JTPA eligible youth population should be enrolled, based on demographics, economics or other community needs;

☐ **Levels of achievement to be attained** -- what objectives and benchmarks should be established; and,

☐ **Means of measurement to be employed** -- what method for assessing progress should be used, such as written testing, demonstration, interviewing, situational observation, etc.

Competency vs. Non-Competency-Based Systems

The Los Angeles Program Assistance Manual provides a well-organized discussion of competency vs. non-competency-based training programs. It presents specific local characteristics of and ideas for financing competency-based training programs. Brandeis University's anthology of state and local performance management strategies, entitled Working It Out, provides general information on the need for a systems approach, presenting local strategies to increase services to youth at risk of chronic unemployment, and presents the pros and cons of various statewide systems. The program manual entitled "The Kansas Model gives an excellent overview of competency-based training programs, addressing all three JTPA program skill areas.

Competency Statements

Assistance in the form of discrete steps to help identify, develop and write up local competencies is provided in the Illinois Technical Assistance Materials. These materials present the activities from the originating PIC subcommittee or work group on a task basis through to the completion of the program year and reassessment and revision.

Approaches and Methods

The Illinois Technical Assistance Materials include in the preface a very good discussion on relating methods to objectives, and determining what methods are the most appropriate for different types of objectives. The Compilation of Forms and Materials from Region VI (of the U.S. Department of Labor) includes a helpful selection of program pocket guides and administrative forms which may be adapted to other programs. The technical assistance manual titled A Systems Approach to Youth Employment Competencies also addresses methodology (p.1047) and duration (p.850).

Who Should Be Taught

A Systems Approach to Youth Employment Competencies addresses the topic of who should be taught, based on community needs (pp.705-710).

Curriculum Topic Selection

In determining what pre-employment/work maturity skills should be taught, programs made their selections based on local labor market information. Two publications addressed the problem directly: Working It Out discusses the need to study the labor market and suggests some activities. A Systems Approach to YEC, advocates an employer questionnaire, and it includes a sample questionnaire (pp.791-798). The GAO report entitled Youth Job Training: Problems Measuring Attainment of Employment Competencies, also addresses the skills, knowledges, attitudes and behaviors to be taught (pp.70-78).

Measurement

Generally all of the programs and publications use some combination of Competency Statement -- Indicator, Benchmark or Standard -- and Measure. An in-depth discussion of measurement, including written testing, interviewing and situational observation, can be found in A Systems Approach to YEC (p.895). Examples of various means of measurement and their uses may be found in the Illinois, Kansas, Kentucky and Portland, Oregon materials. The Los Angeles User's Guide titled Youth Employment Competency System, includes a discussion of a hierarchy of objectives which is then tied into a personal Competency Acquisition Plan.

2. Pre-Assessment

Mandatory Elements

Pre-assessment is an assessment of participant employment competency needs at the start of the program to determine if youth require assistance and whether they are capable of benefiting from available services. Pre-assessment also identifies the skills deficits which require instruction.

A minimum level of need must be established before a participant is eligible to be tracked as a potential "attained PIC-recognized youth employment competency" outcome. At least five of the eleven learning objectives must be identified as individual development needs during pre-assessment and achieved during program intervention in order to certify attainment. Thus, a youth must have been deficient in at least five of the eleven core competencies and must be proficient in all eleven before a program can claim a youth employment competency attainment. If a youth is deficient in all eleven core competencies, all eleven must be provided during program participation in order for the youth to be certified "competent" in the area of pre-employment/work maturity.

All assessment techniques must be objective, unbiased and conform to widely accepted measurement criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency and accuracy, and provide for the training/preparation of all raters/scorers.

Examples

One type of pre-assessment is that in which the participant is actually tested in each area, through either oral or written questions. For example:

Competency Topic	Pre-Assessment	Responses
Interpersonal Communication	Identify ten key elements to effective communication	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Identifying Interests	Identify at least three jobs that relate to your interests	1. 2. 3.

Another type of assessment is behavioral observation, which is often used when the competency involves a "process" type of outcome, such as cooperating with a supervisor, or interviewing for a job. In this type of assessment, the participant may participate in a mock job interview, for example, and be rated on the skills displayed by the participant behaviorally during the interview.

Product review is another type of assessment, which is used to evaluate the quality of an item. Product review is most helpful assessing products that a participant is required to produce in order to demonstrate mastery of a skill, for example, preparing resumes or filling out job applications.

Finally, another method of pre-assessment (generally less utilized) is self-certification, in which the participant self-identifies those areas in which he or she is proficient. Note that when this type of pre-assessment is used, it is usually recommended that the instructor verify and check for proficiency. Following is an example of the type of self-certification that may be used:

Competency Topic	Pre-Assessment	Yes	No
Interpersonal Communication	Can you identify ten key elements to effective communication?	( )	( )
Identifying personal skills	Can you identify your skills and interests and explain how they relate to employment?	( )	( )
Identifying Interests	Are you able to identify at least three jobs that relate to your interests?	( )	( )

Discretionary Elements:

- ☐ **Assessment Techniques and Methods** -- which method of pre-assessment is best suited to the local programs and participants;
- ☐ **Selection of Measurement Criteria** -- which criteria are used, as long as they are clearly defined;
- ☐ **Methods of Field Testing and Verification** -- how the pre-assessment instruments will be applied in a natural environment for various things such as utility and acceptability by intended users;
- ☐ **Methods of Selection, Training and/or Preparation of Staff**; and
- ☐ **Methods of Evaluating and Refining Pre-Assessment Materials.**

Pre-Assessment Techniques and Methods

Both the Illinois Technical Assistance Materials and The Kansas Model include extensive references to testing resources. The New York City Department of Employment has developed and packaged a Youth Pre-Employment/Work Maturity Competencies Pre-Test. A Systems Approach to YEC stresses the importance of entry standard assessment. The Nebraska YouthWorks manual has an extensive pre-assessment section for pre-employment/work maturity skills. The Los Angeles Program Assistance Manual contains sample intake checklists. The Mid-Willamette Employment Competency Program Instructor's Manual contains a self-certifying pre-assessment tool.

Combination of Pre- & Post-Assessment Materials

Some programs or publications combine information or use the same forms for pre- and post-assessment, such as Illinois and Kansas.

Selection of Measurement Criteria

The Systems Approach to Youth Employment Competencies (pp. 451-456, and 505) and the Los Angeles Program Assistance Manual address the selection of measurement criteria.

Field Testing and Verification

Field testing and verification are discussed at length in Brandeis' Working it Out. Several SDAs' materials (including New York and Los Angeles) document how their materials were developed, and document how their staff people using the checklists were trained to ensure inter-rater reliability.

3. Employability Development Plans (EDP)

Mandatory Elements

An Employability Development Plan is a written document which highlights an active intervention strategy for each youth. It is formulated by program staff in conjunction with the participant. The EDP (also known as the Individual Education Plan (IEP) and Individual Training Plan (ITP) identifies:

- Where the participant is now (assessment results, strengths, possession of specified competencies)
- Where the participant wants to be (interests/aptitudes, short/long range goals and objectives, post program labor market status sought)
- Barriers to achievement (assessment results, skill deficits or weaknesses, factors that place the participant at risk of chronic unemployment, lack of specified competencies)
- A plan of action to overcome the barriers (acquiring specified competencies through related activities, evaluating results or competency gains, and obtaining employment).

Employability Development Plans/Individual Education Plans are documents which use assessment results in assigning participants to appropriate learning activities/sites in the proper sequence to promote participant growth and development, to remedy identified skills deficiencies, and to build upon strengths.

Employability development planning is an interactive process between program and youth. It should be completed soon after enrollment and be updated periodically. The EDP should act as the roadmap for the training process -- it shows the starting, intermediate and concluding points.

Examples

Samples of EDPs are available from many sources, including the Illinois, Indiana, Kentucky, Los Angeles, and Portland, Oregon manuals. Also, the Indiana materials include good samples of identification cards, activity lists, and other program administrative forms.

Most Employability Development Plans provide for:

-- General participant background information (name, address, social security number, date of birth, family status, dependents)

-- Work History (recent history, reasons for leaving jobs, volunteer work)

-- Education background (level of school completed, test scores, etc.)

-- Personal and vocational skills and hobbies, summary of initial assessment information, occupational proficiencies, aptitudes, physical capabilities

-- Employment goals, both short- and long-term

-- Barriers to employment or special needs (handicap, transportation, child care, financial, limited English speaking ability, etc.)

-- Vocational Plan, including goals, services needed to accomplish goals, anticipated completion and placement dates, supportive service arrangements

-- Follow-up/Progress information, including dates, competency achievement records, transfer, completion and retention record or chronological report on participant progress

-- Statement of understanding which is signed by both the participant and the instructor or counselor.

Some EDPs have forms or sheets which permit revisions of plans as needed. For specific examples of Employability Development Plans, see Volume II, Appendix B.

Discretionary Elements:

☐ The Name of the EDP;
☐ Range of Functions and Uses;
☐ Format;
☐ Method of Setting Growth and Development Goals.
☐ Sequence of Learning Activities, Selection of Training Resources and Sites;

The Name of the Employability Development Plan

EDPs are sometimes called by different names: Job Development Plans (Indiana), Individual Training Plans and Competency Acquisition Plans (Los Angeles), or Self-Sufficiency Plans (part of a Career Plan Packet used in Portland, Oregon).

Range of Functions and Uses

Employability Development Plans appear to have varied and multiple functions, depending on the plan's stated purpose, its uses and its users. The EDP appears to be an integral part of the individual's certification and documentation paperwork in most of the programs. An employer-oriented EDP is highly recommended in the Vermont Study. Illinois uses the Dutchess County Approach for their entire EDP effort. A Systems Approach to YEC stresses the use of the EDP as a valuable record keeping tool.

Format

Employability Development Plans may be prepared in many different formats. In a manual on Client Assessment developed for the Georgia Department of Labor, the data elements of an Employability Development Plan are listed. This example and several other examples are provided in Volume II, Appendix A.

Method of Setting Growth and Development Goals

Education, employment or vocational goals are generally set in a joint planning process involving the assessment specialist or counselor, the participant, the participant's supervisor (where applicable) and the training or service provider.

Sequence of Learning Activities, Selection of Training Resources and Sites

The sequence and types of services and activities provided will depend upon the employers' needs, the participants' needs, and the types of services available at the time. These decisions are matters of local discretion.

4. Related Curricula, Training Modules and Approaches

Mandatory Elements

Focused curricula, training modules, or behavior modification approaches teach the employment competencies in which youth are found to be deficient.

Such related activities, components, or courses must encompass participant orientation, and work-site supervisor/instructor/ community volunteer training and staff development endeavors as appropriate. They also must include, as appropriate, relevant agreements, manuals, implementation packages, instructions, and guidelines. A minimum duration of training must be specified which allows sufficient time for a youth to achieve those skills necessary to attain his/her learning objectives.

Competencies guide the selection or development of curricula, instructional materials, and methods. Focused curricula are those which structure training modules on individual competency statements. These competency statements are used to determine the varied instructional approaches, methods, materials, and activities of each instructional unit. Each unit specifies the topic, the objective, the competency statement, the benchmarks, the assessment measures, the activities, the materials, and the required documentation.

Examples

Lesson plans for curricula or training modules may be structured in many different ways. However, most contain a competency statement, one or more indicators, specific activities (with accompanying instructions) to be carried out, notes to instructor (as needed), recommended resources, materials, props, training tools needed (such as transparencies and an overhead projector, oral or written instructions, cassette recorder, art materials, etc.)

Following are two sample lesson plans:

SAMPLE LESSON: PERSONAL APPEARANCE

Competency:	Participants will understand and demonstrate the importance of personal hygiene and appropriate dress on the job and will explain how it relates to success.
Indicator:	Participant's overall appearance at the next session, on _______ (date specified).

Activities	Recommended Resources
Activity 1: Introduce the guest speaker. The speaker will stress that appearance creates an image and first impression, and will focus on dress, grooming, hygiene and wardrobe.	Guest Speaker(s): 1. 2.
Activity 2: View and discuss a film about how we appear to others and the impact our appearance has on others.	Film: "Take a Look in the Mirror", Sandler 1982.
Note To Instructor: Emphasize during the discussion how one's appearance reflects self confidence and success. Ask the students if they have ever been embarrassed by their appearance and how it made them feel.	
Activity 3: Have students write a paragraph on how they would expect their own employees to dress. Ask for volunteers to read their descriptions.	

SAMPLE LESSON: ATTENDANCE & PUNCTUALITY

Competency:	Participants will be able to define absenteeism, dependability and punctuality, and will be able to state their importance in the world of work.
Indicator:	Participant will complete answer sheets in Participants Manuals and will critique their own appearance in accordance with a checklist.

sample lesson continued

Activities	Recommended Resources
Activity 1: Introduce the terms: absenteeism, dependability, and punctuality. Have participants write a definition of each on page ___ of the participant manual.	Participant Manuals Sample Timesheets Sample Attendance Sheets
Activity 2: Have participants read aloud their definitions from Activity 1.	
Activity 3: Show a film or introduce a guest speaker to cover this session's topic.	"Absenteeism" Film 1979
Activity 4: Have students role play the consequences of absenteeism or poor punctuality.	
Activity 5: As a class, develop an employee rating scale. Decide on appropriate categories; discuss assigning more weight to the more critical categories.	

Appendix A in Volume II contains samples of curricula outlines, training module outlines, and other illustrative materials.

Discretionary Elements:

☐ Methodology and Design;
☐ Approaches and Duration;
☐ Selection of Training Materials and Manuals;
☐ Design of Checklists, Guidelines & Instructional Activities;
☐ Methods of Selecting and Training Staff; and,
☐ Design of Interagency Agreements and Resources.

Methodology and Design

The type of training used is left to local discretion, depending on the content to be covered, and the method most appropriate for the instructor and the participants. Generally, high levels of participant involvement, or more experiential training methods are preferred. Methods may include lectures, films, discussions, question and answer, simulations, role playing, games, practice drills, team tasks, competition, peer teaching, or other appropriate methods.

Approaches and Duration

The training or course work may be provided in a classroom, a laboratory, a worksite, a field trip, or outside of class, as homework. Specific activities may range in duration from several minutes, to several classes.

Training Materials and Manuals

Many different types of training materials and manuals are available. Extensive curriculum references, by competency area, many annotated and priced, are available in the Illinois, Indiana, Iowa, and New York materials.

Sample Checklists and Other Instructional Materials

Most training materials include sample checklists and other instructional materials. The Los Angeles Program Assistance Manual includes a complete set of draft checklists as well as a User's Guide. Mid-Willamette, Oregon, has both an instructor's manual and a student handbook. New York includes guidelines for group discussions, observing and analyzing group behavior, and role-playing in the Appendix. Working It Out contains an Ohio Labor Market Information (LMI) System Users Guide.

Methods of Selecting and Training Staff

The materials from Illinois and Indiana are among the most helpful on setting up and running a project. The Kansas Model presents an excellent overview of the components of a system. While it is not an operational manual, the Vermont study provides abundant information on selecting staff and helping them do their jobs during the program. The Vermont study recommendations are outstanding and may be applied to most other programs. The Los Angeles Program Assistance Manual provides an excellent guide for selecting and training staff, identifying the qualifications to screen for (including subject-area competence, experience with youth, maturity, ability to communicate, and ability to learn from experience); specifying the training priorities for worksite supervisors; and discussing the skills needed to supervise work in the classroom or at the work place, maintain morale and keep communication open.

Interagency Agreements and Resources

Training programs may be provided directly by JTPA service providers, or indirectly through financial or non-financial arrangements with various other agencies and community institutions. Regardless of the type of service provider, it is generally recommended that interagency agreements be developed to document what services shall be provided, to whom, at what cost, and in what manner, so that roles, responsibilities and relationships are clear. Working it Out presents a very good discussion on the value and necessity of using interagency agreements and resources. While most SDAs and PICs use interagency resources, the Los Angeles materials list local agencies operating programs.

5. Post-Assessment (Evaluation)

Mandatory Elements

Post-assessment or evaluation of participant achievement is performed at the end of the program to determine if competency-based learning gains took place during project enrollment.

Intermediate checking to track progress is encouraged. All evaluation techniques must be objective, unbiased and conform to widely accepted evaluation criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency and accuracy, and provide for the training/preparation of all raters/scorers.

Examples

As in pre-assessment, there are many ways to assess competencies. One post-assessment method is to test the participants, either orally or in writing, to determine what they have mastered.

Another type of post-assessment is behavioral observation, which is often used when the competency involves a "process" type of outcome, such as working well as part of a group, or making a presentation. In this type of assessment, the participant may participate in group activity, and be rated on the skills displayed by the participant behaviorally during the activity.

Product review is another type of post-assessment, which is used to evaluate the quality of an item. Product review is most helpful assessing products that a participant is required to produce in order to demonstrate mastery of a skill, for example, preparing resumes or filling out job applications.

If the competencies are taught in a job setting, a worksite supervisor may perform the post-assessment. Otherwise, generally the instructor or counselor performs the post-assessment and prepares the necessary documentation.

Most materials which discuss pre-assessment combine it with a discussion of post-assessment. In fact, generally, a pre- and post-test may assess the same factors, to determine the learning gains and skills mastered during the program intervention.

A Systems Approach to Youth Employment Competencies provides several examples of post-assessment forms. A variety of sample post-assessment forms are provided also in Volume II, Appendix A. For illustration purposes, following is an example of the type of post-assessment documentation information that must be gathered on each competency area:

Competency Topic	Post-Assessment	Yes	No
Interpersonal Communication	Has the participant scored a percentage of 80% or higher on the Interpersonal Communication Review?	( )	( )
Identifying personal skills	Has the participant identified 5 personal skills and related them to 3 jobs requiring these skills?	( )	( )

Discretionary Elements:

☐ **Assessment Techniques and Methods** -- which method of post-assessment is best suited to the local programs and participants;

☐ **Selection of Measurement Criteria** -- which criteria are used, as long as they are clearly defined;

☐ **Methods of Field Testing and Verification** -- how the post-assessment instruments will be applied;

☐ **Methods of Selection, Training and/or Preparation of Staff**; and

☐ **Methods of Evaluating and Revising Post-Assessment Materials.**

Post Assessment Techniques and Methods

(See Pre-Assessment.) A good example of post-assessment activities is the worksite performance report from Los Angeles. Most programs combine discussion of and formats for Pre- and Post-Assessment. The Portland Oregon, materials include an excellent Employment Training Exit/Career Level workbook.

Measurement Criteria

Generally, programs use the same measurement criteria for pre-assessment and post-assessment. In some cases, in order to stress the importance of documenting learning gains and skills mastery that results from program participation, programs may require more rigid standards of performance for the post-assessments. However, the measurement criteria are a matter for local discretion.

Field testing, verification, evaluation and revision of post-assessment materials

The field testing, verification, evaluation and revision of post-assessment materials are definitively discussed in A Systems Approach to YEC. Several SDAs, including Los Angeles and New York have documented how they have field tested, verified, evaluated and revised their materials.

6. Certification

Mandatory Elements

Certification provides proof of youth employment competency attainment in the form of a certificate for participants who achieve predetermined levels of proficiency. This certificate may be used as evidence of pre-employment/work maturity skills to assist participants in entering the labor market. The certificate should be in a form easily understood and readily acceptable to local employers.

The Certification Process

The certification process is very important to the success of the Youth Employment Competency System. The key issue is credibility -- does the program turn out youth who actually possess the competencies that are claimed? The best way to answer this question is by establishing a proven track record; produce youth who can really do what the certificate indicates they can. The SDA, PIC and program staff can make the effectiveness of the program known to large numbers of employers by setting and maintaining strict standards for certification, rigorously monitoring performance, and enthusiastically marketing the certificate.

Certification is required by policy in most states; form and format are decided locally. An effective, accountable certification process ensures that system integrity is maintained without discouraging innovation and encouraging rigidity. To increase employer confidence in the certification process, have them:

☐ Be integrally involved in establishing training strategies,
☐ Help develop and set learning objectives,
☐ Take part in teaching and measuring gains, and
☐ Assist in certificate design and development.

The Certification Document

Certification entails the development and use of a document which indicates and/or describes the youth employment competencies attained by individual participants. Employment and training programs increase the employability of youth, but have generally lacked clearly articulated standards to enable employers to see the capabilities of graduates or the quality of the programs. The program, in effect, offers an implied warranty with every certificate, that the program has made an on-line declaration of responsibility for what it does. If agreeable to local/state education agencies, certificates can be a means of obtaining academic credit.

Certification helps the program to market graduates by communicating achievement of PIC-recognized skills. Youth qualifying for certificates are able to present proof of their accomplishments to employers, recruiters, and admissions officers. Certified youth are able to present prospective employers with verification that they are competent for entry level work. Certificates attest to employers that youth have the skills, knowledge, attitudes, and behaviors to successfully function in the labor market and on the job site. The prospect of receiving a certificate for attaining needed employment-related competencies can provide motivation and enhance self-esteem for the participant as well.

Examples

Generally, certificates contain information that includes the participant's name, date, the training provider, the competencies attained or the course of study completed, and signatures of the Chief Elected Official, Private Industry Council Chair, and Service Delivery Area Director. Some contain even more detailed information, documenting the specific competencies (skills, abilities, interests, knowledge, experiences, and work related attitudes) attained that will make the young person a successful employee.

Samples of certificates are available in most of the program materials mentioned previously, and several examples are included in Volume II, Appendix A.

Discretionary Elements:

☐ Methodology;.
☐ Milestones; and
☐ Certificate Design.

Methodology, Milestones, and Certificate Design

Certification can be in the form of a certificate or a letter from the program. In some cases, certificates may be more elaborate, as in the case of the Dutchess County Career Passport.

The uses for Program certificates are thoroughly discussed in the Illinois, Indiana, Kansas, Kentucky, Los Angeles, New York, Mid-Willamette, Oregon, and in A Systems Approach to Youth Employment Competencies.

7. Documentation

Mandatory Elements

Documentation is maintenance of participant records and necessary reporting of competency-based outcomes to document learning gains achieved by youth through program participation. Documentation is critical to the operation and evaluation of the youth employment competency systems. Evidence of proficiency in all eleven core competencies (especially in the pre-assessed deficiencies) is an important part of documenting competency attainment. SDAs are responsible for maintaining copies of all competency statements, and evidence of their approval by the PIC.

Maintenance of Participant Records. Program records must encompass:

☐ Pre-test/assessment documentation which substantiates deficiencies in PIC-recognized youth employment competencies at program entry;

☐ Substantiation that youth were enrolled in activities funded or coordinated by JTPA, with operative curriculum and/or training modules to teach the competencies identified as deficiencies;

☐ Post-test/evaluation documentation which substantiates attainment of PIC-recognized competencies during the program period; and,

☐ A copy of the participant Employability Development Plan (EDP), and copies of all certificates awarded, as well as any other documents which serve as proof of gain.

Reporting Requirements. Reporting instructions are necessary to comply with the JTPA provisions regarding the Secretary's responsibilities and authority for setting performance standards and for recordkeeping and reporting as indicated below.

☐ **Section 106 -- Performance Standards.** This section directs the Secretary to prescribe standards for adult and youth programs under Title II-A and dislocated worker programs under Title III. To set performance standards, the Secretary must have data on performance. In addition, this section directs the Secretary to establish parameters within which Governors may vary standards for service delivery areas (SDAs) based on local economic factors, the characteristics of the population to be served and the types of services provided. The Departmental adjustment approach that satisfies these parameter criteria requires data collection on those factors that have a significant effect on performance and vary sufficiently across SDAs to warrant an adjustment to standards.

☐ **Section 165 -- Reports, Recordkeeping, and Investigations.** This section requires federal grant recipients to maintain records and report information regarding program performance as specified by the Secretary. This section also requires reporting of expenditures at a level adequate to ensure statutory compliance.

☐ **Section 169 -- Administrative Provisions.** The Secretary is directed at (d)(1) to submit an annual report to the Congress summarizing the achievements of the program. Such a report will include data on program performance.

There are several reasons behind the requirements for reporting at the SDA level, namely:

☐ Data on program performance, participant characteristics and local economic conditions must be available at the SDA level to set standards.

☐ Federal reporting is the most cost effective method for collecting program performance and participant characteristics. In addition, such a system ensures the consistency of the data across SDAs.

☐ Without SDA-level data, objective and defensible local standards cannot be set because the effects on performance of varying local conditions cannot be systematically predicted.

☐ Without adequate and comparable data, the states cannot ensure the equity of the distribution of incentive money to local programs.

Following is a copy of the **JTPA Annual Status Report (JASR)** which displays cumulative data on participation, termination, performance measures and the socio-economic characteristics of all terminees on an annual basis. A complete copy of the JTPA Annual Status Report Forms and Reporting Instructions is provided in Appendix D.

U.S. DEPARTMENT OF LABOR Employment and Training Administration JTPA ANNUAL STATUS REPORT	a. STATE/SDA NAME AND ADDRESS	b. REPORT PERIOD FROM	TO

I. PARTICIPATION AND TERMINATION SUMMARY	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
A. TOTAL PARTICIPANTS				
B. TOTAL TERMINATIONS				
1. Entered Unsubsidized Employment				
a. Also Attained Any Youth Employability Enhancement				
2. Youth Employability Enhancement Terminations				
a. Attained PIC-Recognized Youth Employment Competencies				
b. Completed Program Objectives (14-15 year olds)				
3. All Other Terminations				

Line No.		II. TERMINEES PERFORMANCE MEASURES INFORMATION				
1	Sex	Male				
2		Female				
3	Age	14 - 15				
4		16 - 17				
5		18 - 21				
6		22 - 29				
7		30 - 54				
8		55 and over				
9	Education Status	School Dropout				
10		Student				
11		High School Graduate or Equivalent (No Post-High School)				
12		Post-High School Attendee				
13	Family Status	Single Head of Household With Dependent(s) Under Age 18				
14	Race/Ethnic Group	White (Not Hispanic)				
15		Black (Not Hispanic)				
16		Hispanic				
17		American Indian or Alaskan Native				
18		Asian or Pacific Islander				

c. SIGNATURE AND TITLE	d. DATE SIGNED	e. TELE. NO.

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a. STATE/SDA NAME AND ADDRESS	REPORT PERIOD FROM	TO

Line No.		II. TERMINEES PERFORMANCE MEASURES INFORMATION - Continued	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
19	Other Barriers To Employment	Limited English Language Proficiency				
20		Handicapped				
21		Offender				
22		Reading Skills Below 7th Grade Level				
23		Long-Term AFDC Recipient	▨			▨
24	U.C. Status	Unemployment Compensation Claimant				
25	Labor Force Status	Unemployed: 15 or More Weeks of Prior 26 Weeks				
26		Not in Labor Force				
27	Welfare Grant Info.	Welfare Grant Type: AFDC	▨			▨
28		GA/RCA	▨			▨
29		Average Weeks Participated				
30		Average Hourly Wage at Termination				
31		Total Program Costs (Federal Funds)		▨		
32		Total Available Federal Funds		▨	▨	
		III. FOLLOW-UP INFORMATION				
33		Employment Rate (At Follow-up)			▨	
34		Average Weekly Earnings of Employed (At Follow-up)			▨	
35		Average Number of Weeks Worked in Follow-up Period			▨	
36		Sample Size			▨	
37		Response Rate			▨	
		IV. YOUTH EMPLOYMENT COMPETENCY ATTAINMENT INFORMATION				
38		Attained Any Competency Area	▨	▨		▨
39		Pre-Employment/Work Maturity Skills	▨	▨		▨
40		Basic Education Skills	▨	▨		▨
41		Job Specific Skills	▨	▨		▨

REMARKS:

Examples

A Sample YECS Recording or Tracking System. The sample tracking system provided at the end of this section was developed in the Office of Strategic Planning and Policy Development, Employment and Training Administration, DOL, with the assistance of a national youth consultant. While a great deal of effort has gone into its development by countless local, State and national practitioners, it must be stressed that this is only one of several tracking systems currently being used. This particular system is one approach that a program can use to meet the procedural requirements for a sufficiently developed Pre-Employment/Work Maturity program.

The formal tracking system enables the SDA to monitor, review, and oversee the operations and results of youth employment competency programs. When necessary, the SDA helps contractors implement the tracking system through orientation and training sessions, follow-up technical assistance, and problem-solving services.

Numbers, percentages, proficiency levels, competency ratings, scores, etc., suggested in this model are in no way required by DOL. Any level of achievement must be approved by the local PIC. The structure and procedures discussed in this sample are examples of how an SDA may meet new system requirements. They are options for consideration. The contents represent optimum practices, which can be changed as desired. Once changes are made, however, it is important to adjust all other relevant forms. If indicators in a particular competency are deleted, for example, the total possible score should be reduced accordingly.

Appendix A in Volume II contains additional sample forms for documenting a "Needs Identification Record" (Pre-assessment) and "Competency Acquisition Record" (Post-Assessment).

Discretionary Elements:

- ☐ Documentation Process and Types of Forms;
- ☐ Method of Monitoring;
- ☐ Method of Substantiation;
- ☐ Method of Evaluation.

The Documentation Process

The documentation and tracking process are examined in the Illinois, Indiana, Kansas, Kentucky, Los Angeles, and in A Systems Approach to Youth Employment Competencies (pp. 761-771, 1121). Most of the programs tie the certification and documentation process into their Employment Development Plan or Competency Acquisition Plans (see for example, Los Angeles).

Monitoring

Monitoring provides feedback to staff, project operators, site personnel, and participants on the progress of the program and the participants. It provides management with a periodic tool to check program and youth performance and an opportunity to make changes as situations change. Some monitoring tools are:

- ☐ **Interviews** -- with participants, staff, instructors, and site personnel. Group and individual interviews are invaluable for obtaining first-hand information;
- ☐ **Documentation reviews** -- to ensure that progress is being recorded, that copies of EDPs are being distributed, curriculum abstracts or lesson plans are complete and accurate;
- ☐ **Observation** -- to monitor daily activities and see if youth can actually perform the competencies which are being certified; and
- ☐ **Competencies reviews** -- to check by sampling method program operations across the SDAs' contractors.
- ☐ **Sampling Employers** -- to check by sampling employers to ascertain whether young people exhibit the competencies that are certified. This method also enables program operators to learn whether entry level requirements are changing, requiring changes in competencies and benchmarks.

Good monitoring is not management by intimidation, rather, it is the collection and analysis of information to show how the goals and objectives of the program can be better met. It is not a case of finding out who is wrong, but **what is wrong and what recommendations should be made to ensure successful project results**.

Substantiation and Evaluation

The Kentucky and Los Angeles materials include discussion about and samples of local MIS, JTPA and SDA forms which serve as program process recorders as well as final documentation forms. Discussion and samples of project and contract monitoring forms are also available from Kentucky and New York. Working It Out contains a documentation method in the Michigan SDA materials.

YECS COMPETENCY ACQUISITION RECORD

Participant Name (Last-First-M.I)

Social Security # ________________

Address (Street)

☐ Pre-Employment Intake
☐ Post-Assessment
☐ Other __________
Note: ______________

(City) (County) (State) (ZIP)

(___)____________________
Telephone Number

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
PRE-EMPLOYMENT COMPETENCIES				
1. Making career decisions				
a. Identify and explain five personal values related to work				
b. Identify and explain five personal interests related to work				
c. Identify and explain five personal work related skills/abilities in relationship to particular occupations				
d. Explain the steps in an accepted model for decision making as it applies to career choices				
e. Choose a career goal consistent with stated values, interests, and skills/abilities				
f. Identify five personal strengths and five personal weaknesses in relationship to the world of work				
g. Formulate a logical and realistic career plan				
Score				

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____
Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
2. Using labor market information				
a. Identify and describe five sources of data on employment openings and job characteristics				
b. Identify and explain five reasons why people lose jobs				
c. Define ten vocabulary words from a list of terms used in the world of work				
d. Identify five occupations of interest, and their occupational clusters				
e. List two reasons why each of the five occupations is of interest				
f. List two skills associated with each of the five occupations				
g. State growth potential for each of the occupation				
h. Explain five characteristics of each of the five occupations				
i. Identify and describe five employers in the area who hire from these occupations				
j. List three advantages and disadvantages of being hired by these five employers				
k. Identify and explain three employer expectations and obligations and three employee rights and responsibilities for each of these employers				
Score	____	____	____	____

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______________________ ________________
Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
3. Preparing resumes				
a. Resume is in selected format				
b. Resume is neat				
c. Resume is legible				
d. Spelling and grammar are correct				
e. Names, addresses, telephone numbers, and dates are accurate and complete				
f. Job titles, duties and responsibilities of all positions are accurate and complete				
g. School/training summary is comprehensive				
h. Special interests, skills, and qualifications listed are work related				
i. References are available upon request				
Score	_____	______	______	_______

____________________ Page __ of __

Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
4. Filling out applications				
a. Responses are printed in ink or typed				
b. Information is in appropriate place				
c. Information is complete or N/A used				
d. Responses are accurate				
e. Spelling, grammar, capitalization and punctuation are correct				
f. Application is neat				
g. Application is legible				
h. Number and type of references requested are provided, information is complete				
Score	____	____	____	____

________________________________ Page __ of __

Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
5. Interviewing				
a. Punctual, well groomed, appropriately dressed, appropriate demeanor during interview				
b. Respond appropriately to interviewer's directions				
c. Response not emotionally charged or biased				
d. Response open, direct, concise, and complete				
e. Spend appropriate amount of time speaking and listening				
f. Relevant facts exchanged, emphasizing what s/he has to offer position/firm and stating relevant qualifications or experience, underscoring interest in job				
g. Avoid mentioning personal weaknesses and making negative statements				
h. Express self clearly and confidently, speak firmly yet politely and use pleasant tone of voice				
i. Refrain from cursing or using slang or street expressions				
j. Ask appropriate and relevant questions about the job, company, benefits, and/or working conditions				
k. Maintain good eye contact				

Participant Name ______________________________ Page __ of __

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
l. Avoid annoying mannerisms, poor posture, and negative conduct				
m. Observe good social skills with positive greeting, firm handshake, cordiality and receptive manner; ask permission to call back about progress or decision, and exit with friendly thank you, handshake, and farewell				
Score	______	______	______	______

SUB-TOTAL FROM PRE-EMPLOYMENT COMPETENCIES:

WORK MATURITY COMPETENCIES

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
6. Being consistently punctual Participant is on time, at work station and ready to commence activities 90% of the time (Covering pre-determined period of at least 20 consecutive working days), with prior notification of tardiness given and excuse received and accepted.				
Score	______	______	______	______

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____
Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
7. Maintaining regular attendance	____	____	____	____

Participant comes to and remains at program location during assigned hours 95% of the time. (Covering pre-determined period of at least 20 consecutive working days), with prior notification of absence given and excuse received and accepted.

Score	____	____	____	____

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
8. Demonstrating positive attitudes/behavior	____	____	____	____

Participant attains a score of 80% on the following indicators. (Covering pre-determined period of at least 20 consecutive working days), as determined by observation measurement procedure.

a. Conducts self properly

b. Participates in active/interested fashion

c. Is dependable

d. Accepts assignments without complaint

e. Assumes responsibility

f. Shows initiative

g. Exhibits concern for quality of work

h. Acts honestly

Score	____	____	____	____

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____
Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
9. Presenting appropriate appearance				

Participant attains a score of 80% on the following indicators. (Covering predetermined period of at least 20 consecutive working days), as determined by observation measurement procedure.

a. Maintains satisfactory personal hygiene

b. Wears appropriate clothing

c. Is neat

d. Has requisite tools and equipment (Use NA as appropriate, dropping total possible to 15 points)

Score				

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
10. Exhibiting good interpersonal relations.				

Participant attains a score of 80% on the following indicators. (Covering predetermined period of at least 20 consecutive working days), as determined by observation measurement procedure.

a. Appropriate interaction with supervisor

b. Accepts constructive criticism and guidance

c. Acceptable interaction with co-workers

d. Resolves conflicts

e. Communicates clearly

Participant Name ____________________ Page __ of __

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
f. Uses appropriate language				
g. Shows consideration for the property of others				
h. Acceptable interaction with public (N/A as appropriate, dropping total points to 35)				
Score				

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
11. Completing tasks effectively				
Participant attains a score of 80% on the following indicators. (Covering pre-determined period of at least 20 consecutive working days), as determined by observation measurement procedure.				
a. Follows directions				
b. Seeks clarification and assistance as needed				
c. Works within "chain of command" as team member or on own, as appropriate				
d. Prioritizes tasks involved in assignments				
e. Completes tasks in a timely manner				
f. Completes tasks in a thorough manner				
g. Performs requisite share of work and gives extra effort when needed				
h. Works well under pressure and adapts to new/different circumstances.				

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____
Participant Name

Competency	Total Score Poss.	Necessary Score-Date Initial	EDP Yes/No Initial	Attainment Yes/No-Date Initial
	______	______	______	______
Score	______	______	______	______
Pre-Employment Sub Total	______	______	______	______
Work Maturity Sub Total	______	______	______	______
Total Score	______	______	______	______

GLOSSARY OF TERMS

ASSESSMENT -- A method for observing, recording, measuring, and certifying behavior. The process used to determine the need for competency-based instruction in a particular youth competency area (pre-assessment) and the attainment of the learning objectives (competencies) in a particular youth competency area (post-assessment). Through interviews, testing and counseling, each participant's employability, aptitudes, abilities and interests, and employment related goals are determined.

BASIC EDUCATION SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas which includes reading comprehension, math computation, writing, speaking, listening, problem solving, and the capacity to use these skills in the workplace.

BENCHMARK -- An expression of the required level of achievement necessary to certify proficiency in a particular competency indicator, competency statement, or competency area.

CERTIFICATE OF ACHIEVEMENT -- A document, record, letter, etc., which is awarded to a participant who successfully achieves the pre-determined competency requirements in a particular program. The certificate allows for acknowledgement of competency attainment and serves as a credential to assist the participant in entering the labor market. The certificate can also serve as a motivational tool for participants.

COMPETENCIES -- The skills, attitudes, knowledge, and behaviors that, if learned at a prescribed level, enable the participant to be proficient in a particular subject area or perform specific tasks. The Department of Labor has identified eleven core competencies to ensure that each youth acquires these threshold skills and achieves baseline employability. The eleven core competencies are:

-- Making career decisions;

- Using labor market information;
- Preparing resumes;
- Filling out applications;
- Interviewing;
- Being consistently punctual;
- Maintaining regular attendance;
- Demonstrating positive attitudes/behavior;
- Presenting appropriate appearance;
- Exhibiting good interpersonal relations; and
- Completing tasks effectively.

COMPETENCY AREA -- The designation for a broad set of competencies of the same general type. Together, this set of competencies constitutes a competency-based curriculum in which instruction may be provided. Under JTPA, three such areas have been designated for the youth competency-based system: pre-employment/work maturity skills, basic education skills, and job specific skills.

COMPETENCY STATEMENT -- An expression of a learning objective which includes the skill, attitude, knowledge, and/or behavior to be learned (indicator), the level of achievement to be required (benchmark), and the method of measurement to be used to determine achievement (measurement).

COMPETENCY SYSTEM -- A set of policies and procedures within the context of JTPA, generally applied to youth programming which includes the following: designation of youth competency areas in which instruction is provided, development of a comprehensive set of competency statements, design of clearly defined, objective, and unbiased pre- and post-assessment procedures, implementation of the competency-based curriculum, development of an employability development plan, provision of a certificate of achievement, documentation and tracking mechanisms, monitoring and review functions, and integration of the competency-based approach into overall planning, operations, administration, MIS, and fiscal functions of the SDA.

CRITERION-REFERENCED TEST -- A test which measures a participant's performance in relation to a pre-determined, absolute standard, and provides explicit information concerning what he or she can or cannot do, independent of the performance of others.

Documentation -- A record of the participant's level of proficiency on each competency before, during, and upon completion of training. This record provides justification for assignment to specific learning activities, demonstration of competency, and claiming a positive termination.

Employability Development Plan (EDP) -- A written document which highlights an active intervention strategy for each youth. It is formulated by program staff in conjunction with the participant. The EDP (also known as the Individual Education Plan (IEP) and Individual Training Plan (ITP) identifies:

-- Where the participant is now (assessment results, strengths, possession of specified competencies)

-- Where the participant wants to be (interests/aptitudes, short/long range goals and objectives, post program labor market status sought)

-- Barriers to achievement (assessment results, skill deficits or weaknesses, factors that place the participant at risk of chronic unemployment, lack of specified competencies)

-- A plan of action to overcome the barriers (acquiring specified competencies through related activities, evaluating results or competency gains, and obtaining employment).

Employability Enhancement -- An outcome for youth participants, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for long-term increase in earnings and employment. The youth employability enhancements include: (1) Attaining two or more PIC-recognized youth employment competencies; (2) Entering non-Title II training, (3) Returning to full-time school, (4) Completing major level of education or, (5) For 14-15 year olds, completing program objectives.

Field Test -- A validation process to determine if measurement criteria used in testing are objective, clearly defined, consistent, and free from bias.

FOLLOW-UP -- The collection of information on a terminee's employment situation at a specific period after termination from the program.

FUNCTIONAL BASIC SKILLS -- Basic education skills used to perform daily work and living activities, particularly related to performance in a particular job or occupational area.

INDICATOR -- An expression of the skill, attitude, knowledge, and/or behavior that demonstrates that one possesses a desired outcome.

INTAKE -- Includes the screening of an applicant for eligibility and (1) A determination of whether the program can benefit the individual; (2) An identification of the employment and training activities and services which would be appropriate for that individual; (3) A determination of the availability of an appropriate employment and training activity; (4) A decision on selection for participation, and (5) The dissemination of information on the program. Of course, intake and assessment are interrelated processes.

JOB SPECIFIC SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas. Primary job specific skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Secondary job specific skills entail familiarity with and the use of set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment, and materials, and breakdown and cleanup routines.

POST-ASSESSMENT -- Evaluation of a participant's achievement at the end of the program to determine if competency-based learning gains took place during program enrollment.

PRE-ASSESSMENT -- Determination of a participant's employment competency needs at the start of the program to determine if youth require assistance and are capable of benefitting from available services.

PRE-EMPLOYMENT/WORK MATURITY SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas. Pre-employment skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters.) They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along with and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

QUANTIFIABLE LEARNING OBJECTIVES -- PIC-recognized competency statements that are quantifiable, employment-related, measurable, verifiable learning objectives that specify the proficiency to be achieved as a result of program participation.

COMPENDIUM OF SUCCESSFUL PRE-EMPLOYMENT/WORK MATURITY YOUTH EMPLOYMENT COMPETENCY SYSTEMS

A COMPILATION OF RESOURCES, SAMPLES AND EXAMPLES
FOR PROGRAM PRACTITIONERS

VOLUME II
APPENDICES

PREPARED BY
J.R. REINGOLD & ASSOCIATES, INC.

FOR THE
DIVISION OF PERFORMANCE MANAGEMENT AND EVALUATION
OFFICE OF STRATEGIC PLANNING AND POLICY DEVELOPMENT
EMPLOYMENT AND TRAINING ADMINISTRATION
U.S. DEPARTMENT OF LABOR

OCTOBER 1989

PREFACE

This Compendium of Successful Pre-Employment/Work Maturity Youth Employment Competency Systems is a testimony to the fact that the best available technical assistance materials can be obtained from the states and Service Delivery Areas (SDAs) that have been working diligently on the issues of preparing young people for employment. It was developed to provide program practitioners a "sampler" of generally acceptable practices excerpted from various states' and SDAs' pre-employment/work maturity youth employment competency systems. Program practitioners may use parts of materials provided in this volume, or may go significantly beyond what is suggested here, as long as they meet the minimum guidelines as set forth in various regulatory material and reporting documents.

This compendium was created for program practitioners in the Job Training Partnership Act (JTPA) system and those SDA and Private Industry Council (PIC) staff who are charged with developing or managing Youth Employment Competency Systems. Of course, states must understand their responsibilities for ensuring that the SDAs have sufficiently developed Youth Employment Competency systems. Therefore, states may also find this compendium a useful tool.

A few caveats are in order. This compilation is *not a model youth employment competency system.* Its focus is solely on pre-employment/work maturity skills -- one of the *three* youth employment competency skill areas. The materials provided in this compendium are not complete "systems" nor are they necessarily all that a program operator needs in order to have a sufficiently developed system. Rather, they are good examples of specific features of a sufficiently developed system that may be of use as resources, samples and examples developed by other professionals in the field. They are meant to be used as needed by program practitioners, and adapted and modified to suit local needs.

It is important that program practitioners develop their own underlying philosophy of service, and that they think through what they want to accomplish, and for what target populations. These materials do not substitute for this thinking, or for good program planning or program design. They do reflect the Department of

Labor's emphasis on quality program design and planning in order to achieve measurable results and positive outcomes for youth.

The field of employability development is complex -- it is difficult to evaluate behavior, assess deficiencies, develop proficiencies, quantify, certify and document results. In fact, psychometricians spend their lives studying and working on these issues. However, the employment and training field has matured significantly in the past several years. We have made significant strides in performance standards, performance measurement and overall system development and accountability, and there are excellent programs and practices in the field through which we can further advance the state of this art.

This Compendium was developed with the understanding that youth employment competencies is an evolving field, and that there are many other examples of excellence around the nation that may not be featured here. The author hopes that other SDAs with exemplary materials will make them available to the Department of Labor and to other practitioners so that we may all benefit from the best resources that are currently available.

Those SDAs and PICs with the more sophisticated sufficiently developed systems may not need this compendium as much as others. The materials have been gathered and pulled together in an attempt to provide assistance to those SDAs that may need guidance and support.

The usual disclaimers apply. Responsibility for the content (and any errors herein) rests solely with the author. Credit for the "good stuff" goes to those professionals in the field who took the time and trouble to share their materials and provide advice and guidance.

Janet R. Reingold
President
J.R. Reingold & Associates, Inc.
October 1989

ACKNOWLEDGMENTS

In developing this compendium, materials on pre-employment/work maturity competencies were collected from a variety of sources, including Department of Labor issuances, GAO Reports, and state or locally developed manuals and resources. Clearly, a compendium of this sort cannot be developed without the dedication and commitment of seasoned professionals at the national, state and local levels. Special thanks are owed to those individuals who were willing to guide the initial planning of this compendium; review draft manuscripts and provide constructive comments and suggestions; and provide helpful samples, examples, resources and other materials from their local youth employment competency systems.

The author wishes particularly to thank **Karen Greene**, Chief of the Division of Performance Management and Evaluation, Office of Strategic Planning and Policy Development, Employment and Training Administration, U.S. Department of Labor, and **Martha Muirhead**, Program Analyst, Adult and Youth Standards, for their leadership, vision and overall direction in the production of this compendium.

When the task was first defined, a number of nationally recognized experts in this field were consulted. Because we found them so helpful, we are including their telephone numbers so that practitioners can call on them as needed. Special thanks are extended to **Susan P. Curnan**, (1-800-343-4705), Deputy Director, Center for Human Resources, Heller Graduate School, Brandeis University; **Ricky (Richalene) Kozumplik**, (317) 473-5571, Vice-President, North Central Indiana PIC; and **Pete Thibodeau**, (207) 289-3378, Planner/Manager, Jobs Training Administrative Office, 15 County SDA, Maine. In addition, the author is especially grateful to the **Center for Remediation Design**, particularly **Lori Strumpf**, (202) 872-0776, for providing the benefit of her extensive knowledge of exemplary practices around the country, and for allowing us to "borrow" from the Center's extensive library of literature and resources gathered from practitioners nationwide.

Many practitioners provided their insights, resources and experiences to enhance and enrich this compendium. Our requests of them were not simple. We asked them for materials or samples of

program elements that were addressed comprehensively, relatively simple to implement and use, broadly applicable to other states and/or SDAs, particularly creative or unusual, and already in use with some evidence of a track record of success.

We wish to thank particularly the Department of Labor's **Youth Technical Workgroup**, many members of which gave generously of their time to respond to our call for samples and examples, advice and guidance. Among those we wish to thank are **Jill Elkins**, (503) 280-1058, Competency Specialist, Portland, Oregon PIC; **Marque Haeg**, (503) 373-1995, Technical Service Analyst, Department of Economic Development, Salem Oregon; **Kathleen King**, (214) 767-6916, Program Analyst, U.S. Department of Labor, Region VI; **Alan Melchior**, (1-800-343-4705), Director of Program Assistance, Center for Human Resources, Heller Graduate School, Brandeis University; **Joe Racek**, (206) 438-4635, Program Director, Training Program Services, Lacey, Washington; **Cathy Andrews**, (319) 326-0744, Associate Director, IOWA SDA #9, Davenport, Iowa; and **Terry Conliffe**, (502) 564-5360, Division for Job Training, Department for Employment Services, Frankfort, Kentucky.

The original work which provided the launching pad from which this compendium was ultimately conceived and broadened was produced by **Rick Spill** (703) 920-2803, and **Nancy Humphrey**, (703) 892-4062.

And, finally, **J. R. Reingold & Associates, Inc.**, wishes to thank **Kathy Hom** for her diligence above and beyond the call of duty, reviewing the more than 8,000 pages of reference and resource materials to sort, sift, organize, analyze and help assemble some noteworthy examples that are included in this compendium.

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    - Kentucky (May 1989)
    - Portland, Oregon (July 1989)
    - Arkansas
    - Georgia
4. Sample Curricula or Training Modules
    - Mid-Willamette, Salem, Oregon
    - Illinois (April 1989)
    - Nebraska
    - City of Los Angeles (June 1989)
5. Sample Post-Assessment Forms
    - Portland, Oregon (July 1989)
    - City of Los Angeles (June 1989)
    - Kansas (Jan. 1989)
    - North Central Indiana
    - Waco, Texas
6. Sample Certification Forms
    - Kentucky (May 1989)
    - North Central Indiana
    - Kansas (Jan. 1989)
    - Rock Island, Illinois
    - Dutchess County, New York
    - Alabama
    - City of New York (Jan., 1989)
    - City of Los Angeles (June 1989)
7. Sample Documentation
    - City of Los Angeles (June 1989)
    - Portland, Oregon
    - Dutchess County, New York
    - Sacramento, California

SAMPLE QUANTIFIABLE LEARNING OBJECTIVES

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL for YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

*** Working Copy ***

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

City of Los Angeles
Pre-employment/Work Maturity Competencies

PRE-EMPLOYMENT

LA 1.1 Participant will be able to make career decisions.
LA 1.2 Participant will be able to demonstrate development of a career plan.
LA 1.3 Participant will be able to use labor market information.
LA 1.4 Participant will be able to understand budget and money management.
LA 1.5 Participant will be able to prepare a resume package.
LA 1.6 Participant will be able to fill out an application.
LA 1.7 Participant will be able to demonstrate successful interview techniques.

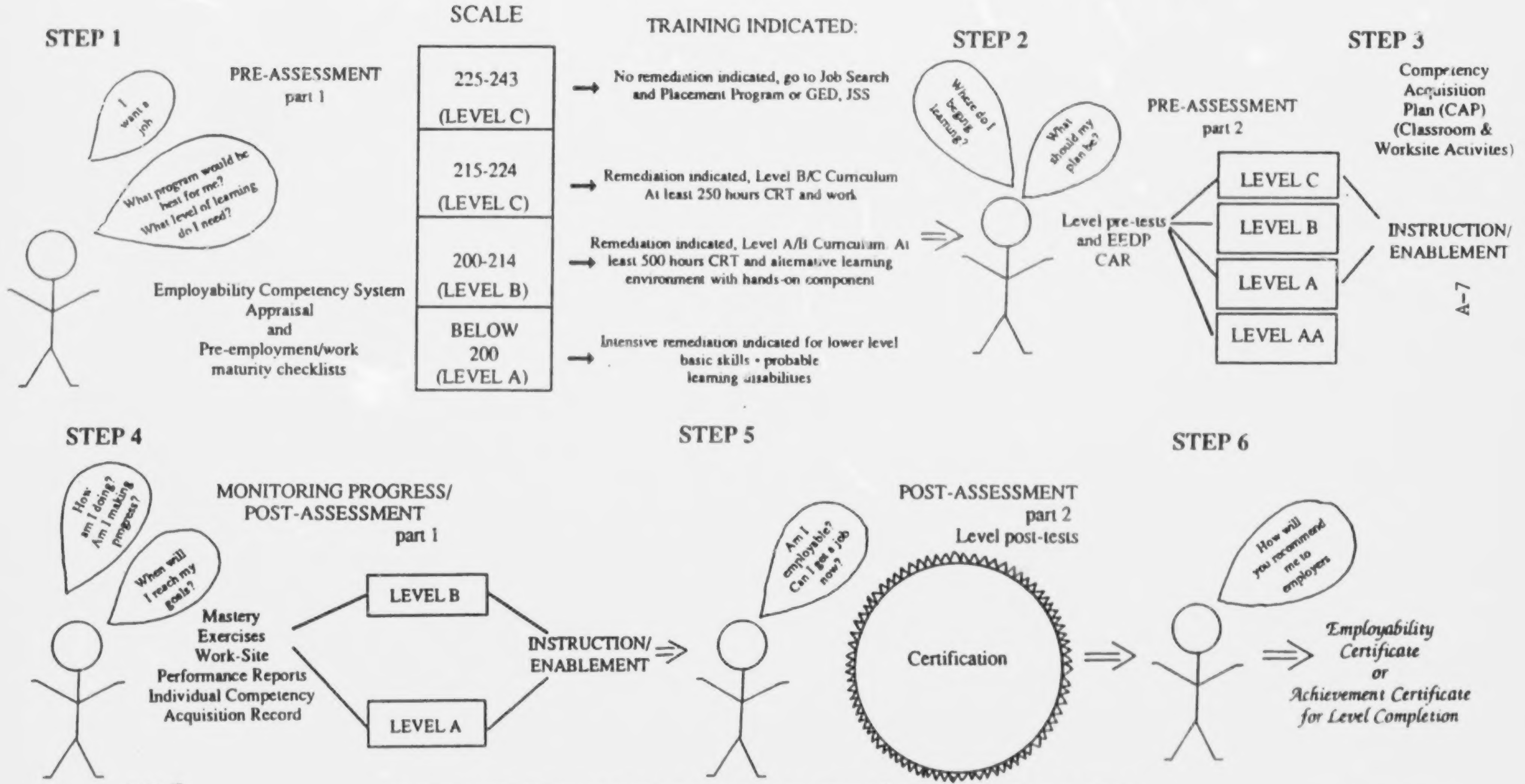
WORK MATURITY

LA 2.1 Participant will demonstrate positive attitudes/behaviors.
LA 2.2 Participant will present appropriate appearance.
LA 2.3 Participant will maintain regular attendance.
LA 2.4 Participant will be consistently punctual.
LA 2.5 Participant will demonstrate understanding of relationships with other workers/peers.
LA 2.6 Participant will demonstrate understanding of relationships with supervisors/authority.
LA 2.7 Participant will complete tasks effectively.

BRIDGING THE EMPLOYABLITY GAP FOR UNEMPLOYED YOUTH

LINKING ASSESSMENT, CURRICULUM AND INSTRUCTION . . . through an EMPLOYMENT COMPETENCY SYSTEM

HOW IT WORKS


I want a job
What program would be best for me? What level of learning do I need?
Where do I begin learning?
What should my plan be?
How am I doing? Am I making progress?
When will I reach my goals?
Am I employable? Can I get a job now?
How will you recommend me to employers

STEP 1

PRE-ASSESSMENT
part 1

Employability Competency System
Appraisal
and
Pre-employment/work
maturity checklists

SCALE	TRAINING INDICATED:
225-243 (LEVEL C)	No remediation indicated, go to Job Search and Placement Program or GED, JSS
215-224 (LEVEL C)	Remediation indicated, Level B/C Curriculum At least 250 hours CRT and work
200-214 (LEVEL B)	Remediation indicated, Level A/B Curriculum. At least 500 hours CRT and alternative learning environment with hands-on component
BELOW 200 (LEVEL A)	Intensive remediation indicated for lower level basic skills • probable learning disabilities

STEP 2

PRE-ASSESSMENT
part 2

Level pre-tests
and EEDP
CAR

LEVEL C
LEVEL B
LEVEL A
LEVEL AA

INSTRUCTION/
ENABLEMENT

STEP 3

Competency
Acquisition
Plan (CAP)
(Classroom &
Worksite Activites)

STEP 4

MONITORING PROGRESS/
POST-ASSESSMENT
part 1

Mastery
Exercises
Work-Site
Performance Reports
Individual Competency
Acquisition Record

LEVEL B
LEVEL A

INSTRUCTION/
ENABLEMENT

STEP 5

POST-ASSESSMENT
part 2
Level post-tests

Certification

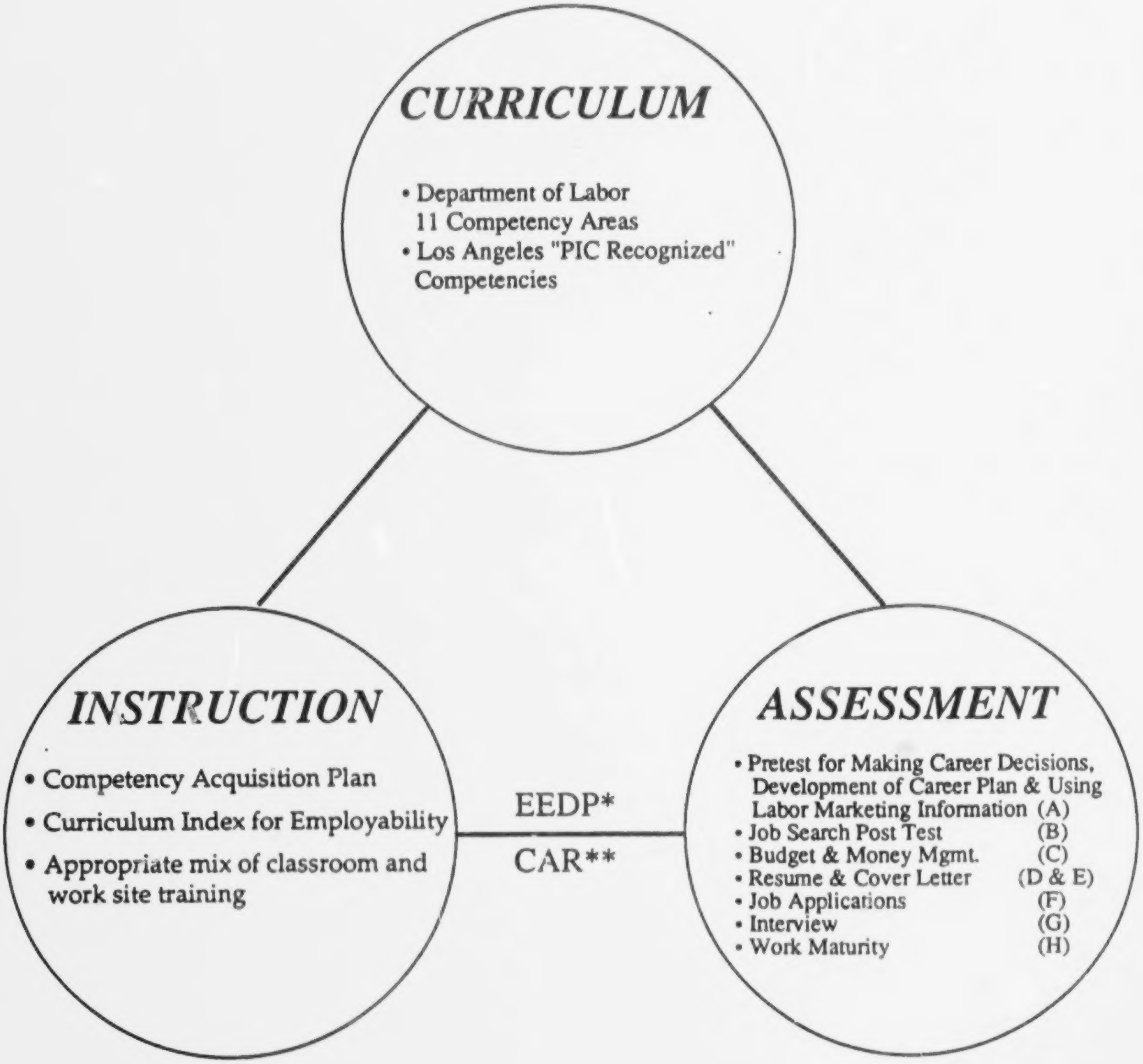
STEP 6

Employability Certificate
or
Achievement Certificate for Level Completion

DOCUMENTATION MUST TAKE PLACE THROUGHOUT THE PROCESS

Center for Human Resources
Brandeis University, 1988

CITY OF LOS ANGELES
Pre-Employment/Work Maturity



CURRICULUM

- Department of Labor 11 Competency Areas
- Los Angeles "PIC Recognized" Competencies

INSTRUCTION

- Competency Acquisition Plan
- Curriculum Index for Employability
- Appropriate mix of classroom and work site training

EEDP*

CAR**

ASSESSMENT

• Pretest for Making Career Decisions, Development of Career Plan & Using Labor Marketing Information	(A)
• Job Search Post Test	(B)
• Budget & Money Mgmt.	(C)
• Resume & Cover Letter	(D & E)
• Job Applications	(F)
• Interview	(G)
• Work Maturity	(H)

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* Education/Employment Development Plan

** Competency Acquisition Record

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W/LA-Brandeis Modification

Competency Acquisition Plan
Pre-employment/Work Maturity

5 pages

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City Of Los Angeles
Competency Acquisition Plan
Pre-employment

Agency ______________________

Date Submitted ______________________

Total Minimum Hours for PE/WM Skills ________

PIC Approved Competency	Learning Objectives	Curriculum References	Assessment and Documentation	Minimum Hours
LA 1.1 Participant will be able to make career decisions.	**1.1.a** Determine job preference **1.1.b** Determine preferred job characteristics		**Attachment A** - Satisfactorily answers questions #1 and #2. **Post Test** Interest/Aptitude Test (record name of instrument) ______________________	
LA 1.2 Participant will be able to demonstrate development of a career plan.	**1.2.a** Determine the kind of education/training and/or work experience needed to qualify for preferred job		**Attachment A** - Satisfactorily answers questions #3 and #4. **Post Test** EDP completed for participant.	
LA 1.3 Participant will be able to use labor market information	**1.3.a** Identify possible job opportunites **1.3.b** Identify organizations/companies where preferred jobs may be found **1.3.c** Contact potential employers by phone or in person to arrange job interviews		**Attachment A** - Satisfactorily answers questions #5 and 6. **Post Test - Attachment B** Satisfactorily answers questions #1 - 6.	

City Of Los Angeles
Competency Acquisition Plan
Pre-employment

PIC Approved Competency	Learning Objectives	Curriculum References	Assessment and Documentation	Minimum Hours
LA 1.4 Participant will be able to understand budget and money management.			**Attachment C** - Satisfactorily answers 9 or more questions	
LA 1.5 Participant will be able to prepare a resume package.	*Resumé* **1.5.a** Typed (neat and orderly) **1.5.b** Presented in organized format **1.5.c** Is free of spelling, grammatical, and/or typographical errors **1.5.d** Highlights personal skills and strengths **1.5.e** Includes correct information *Cover Letter* **1.5.f** Follows business letter format **1.5.g** Expresses required information **1.5.h** Is neat and free of spelling, capitalization, punctuation and grammatical errors **1.5.i** Is signed		**Attachment D** - Participant writes a resumé that qualifies for 10 "YES" checks. **Attachment E** - Participant writes a cover letter that qualifies for 8 or more "YES" checks.	

City Of Los Angeles
Competency Acquisition Plan
Pre-employment

PIC Approved Competency	Learning Objectives	Curriculum References	Assessment and Documentation	Minimum Hours
LA 1.6 Participant will be able to fill out an application	**1.6.a** Printed in ink or typed **1.6.b** Neat **1.6.c** Completes all lines/sections **1.6.d** Puts information in correct places **1.6.e** Provides an address, telephone or message number **1.6.f** Lists work experience in specified order **1.6.g** Lists education/training experience in specified order **1.6.h** Lists all requested references **1.6.i** Spells and abbreviates words correctly		**Attachment F** - Participant fills out a program application which qualifies for 7 or more "YES" checks.	

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City Of Los Angeles
Competency Acquisition Plan
Pre-employment

PIC Approved Competency	Learning Objectives	Curriculum References	Assessment and Documentation	Minimum Hours
LA 1.7 Participant will be able to demonstrate successful interviewing techniques.	**1.7.a** On time **1.7.b** Appropriately dressed and well groomed **1.7.c** Provides documents as requested **1.7.d** Expresses self clearly **1.7.e** Provides complete, appropriate answers to all questions **1.7.f** States relevant qualifications **1.7.g** Asks appropriate and relevant questions **1.7.h** Has a positive attitude **1.7.i** Demonstrates appropriate body language		**Attachment G -** Participant's interview for entry into the program qualifies for 7 or more "YES" checks.	

City Of Los Angeles
Competency Acquisition Plan
Work Maturity

PIC Approved Competency	Learning Objectives	Curriculum References	Assessment and Documentation	Minimum Hours
LA 2.1 Participant will be able to demonstrate positive attitudes/behaviors. **LA 2.2** Participant will present appropriate appearance. **LA 2.3** Participant will maintain regular attendance. **LA 2.4** Participant will be consistently punctual. **LA 2.5** Participant will demonstrate understanding of relationships with other workers/peers. **LA 2.6** Participant will demonstrate understanding of relationships with supervisors/authority. **LA 2.7** Participant will complete tasks effectively.			**Attachment H - Follow instructions on the form to determine if the youth is in need of work maturity training.** **Post Test - Attachment I**	

The Private Industry Council

The Private Industry Council
Jill L. Elkins
Trainer
503/280-1058
503/280-2313
Youth Employment Institute
1704 N.E. 26th Avenue · Portland, Oregon 97212

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Making Career Decisions 1. Identify individual aptitudes and abilities as they relate to areas of employment interests.	1. Entry Level: Trainee will identify individual aptitudes and abilities and their relationship to employment interests.	1. Given a list of aptitudes/abilities and matching occupations, Trainee will be able to select at least 7 which apply to him/her. (May be done verbally or in writing.)	1. Pre/Post Test (Note: The emphasis should be on demonstrating the relationship of aptitudes and abilities to occupations in which a trainee is interested.)
	1. Continuum: Trainee will complete a Likes and Dislikes inventory.	1. Trainee will complete the inventory completely, leaving no spaces blank. Trainer will check for accuracy and completeness.	1. Inventory selected from Operator's manual.
	1. Exit Level: Trainee will correlate aptitudes and abilities to their Career Plan Occupations.	1. Trainee will correlate at least 10 aptitudes and abilities to his/her main career choice and 2 back-up careers. Trainee will write a paragraph for each aptitude/ability and show how they each relate to the particular job the Trainee has selected.	1. Included in Career Plan Packet.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Making Career Decisions 2. Identify areas of employment interest.	2. Entry Level: Trainee will list 3 jobs which he/she has an interest in and could obtain at this time. (This may be done verbally or in writing on the Pre/Post test.	2.Given a list of jobs Trainee will be able to chose at least 3 jobs, he/she has interest in, and tell why in one or two sentences. Answer should include skills Trainee has for the job, and a statement of why he/she is interested in the job.	2. Pre Test/Post Test (Note: Focus is on teaching strategies for identifying employment interests which are adequate for securing a short term job and moving through the steps of developing a lifetime career plan.)
	2. Continuum: Trainee will demonstrate use of inventories in identifying employment interests by completing at least one interest inventory and identifying at least two areas of employment which meet his/her needs.	2. Trainee will complete Interest Inventory, leaving no blank spaces. Trainer will discuss Inventory with Trainee for accuracy of answers. In addition, after Trainee has identified two areas of employment, he/she will write a statement about each with at least 5 correlations between their interests and the areas of employment. Trainer will check statements for accuracy and detail.	2. Completion of one of the Interest Inventories in the Operator's Manual. (Trainer may choose)
	2. Exit Level; Trainee will develop a long term Career Plan around one major career area and two minor back-up occupations. Plan will include provisions for education, skill upgrade and career move projection.	2. Trainee will complete Interests Career Plan Sheet. All areas on Plan will be filled out. Trainer will evaluate for completeness and accuracy.	2. Completed Career Plan Sheet on Interests.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Making Career Decisions 3. Identify Personal values and attitudes as they relate to the world of work.	3. Entry Level: Trainee will identify personal values and attitudes with their relationship to the world of work.	3. Trainee will be able to identify at least 7 values and attitudes. (May be done orally or in writing)	3. Pre/Post Tests
	3. Continuum: Trainee will complete a values and attitudes worksheet.	3. Worksheet must be filled in completely, with no blank spaces. Trainer will check for completeness and accuracy.	3. Value and Attitude Worksheet
	3. Exit Level: Trainee will identify personal values and attitudes and write a statement for each telling how they will or will not enhance their work or career.	3. Trainee will be able to identify at least 10 values and attitudes. Statements will be in complete sentences showing the enhancement that each value/attitude will have on a job or career choice. Trainer may assist Trainee with writing of statements. Trainer will evaluate for completeness and accuracy.	3. Career Plan Sheet for Values and attitudes.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Making Career Decisions/ Using Labor Market Info. 4. Identify and set employment/occupation goals, and establish an individual training plan to achieve these goals.	4. Entry Level: Trainee will develop an Self Sufficiency Plan which identifies: **a. An immediate job goal and/or occupational goal.** **b. Areas of concentration for achieving the goal(s) and,** **c. Strategies to achieve the goal(s).**	4. SSP must be filled out completely, leaving no blanks. Trainer will check for completeness and realistic goals.	4. Completed SSP- May receive assistance from intake or Trainer.
	4. Continuum: (Same as Entry)	4. Same as Entry Level	4. Completed SSP.
	4. Exit Level: (Same as Entry Level) In addition Trainee will complete the Goal Sheet in the Career Plan.	4. Complete SSP and Goal Sheet in Career Plan. Trainee will identify at least three goals for today, this week, next month, 6 months, and one year. Trainee will write at least one sentence each to describe how goals are part of plan established on SSP. Trainee will use Oregon Labor Market Info. to help set realistic goals.	4. Completed SSP and Goal Sheet in Career Plan. (DOL suggests each youth have an ITP or Goal Plan. This is mandatory)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity

July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Using Labor Market Information 5. Identify Labor Market/ Occupational Information Sources.	5. Entry Level: Trainee will be able to identify 5 places to look for employment.	5. Trainee will be able to identify five places to look for employment.	5. Pre/Post Tests
	5. Continuum: Trainee will become familiar with Oregon Labor Market Information.	5. Trainee will complete introduction sheets/forms/tests/inventories to at least 3 Occupation/Labor Market systems. (Such as-CIS Needle Sort, Oregon Occupations, CIS, DOT Code Book, Guide for Occ. Exploration, Occu. Outlook Handbook, Oregon Wage Info.) (See Operator's Manual for samples)	5.Three completed Occupation/Labor Market sheets/forms.
	5. Exit Level: Trainee will complete a Career Research Sheet for each of his/her three Career Choices.	5. Trainee will use at least three Labor Market Information Sources to answer the questions on the Career Research Sheet. All questions must be answered correctly. Trainer will check for correctness. Trainee will list the three sources.	5. Three completed Career Research Sheets.

TPIC Employment Training Competencies

Pre-Employment and Work Maturity

July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Filling Out Applications 7. Demonstrate an ability to complete a job application, and an understanding of the application process.	7. Entry Level: Trainee will complete one sample application.	7. Trainee will complete application with no grammatical or spelling errors, with appropriate information legibly entered. Trainer will check for accuracy and completeness.	7. Copy of sample application.
	7. Continuum: Trainee will complete three applications for work. Trainee will visit 3 businesses and obtain applications. Trainee will make a copy of each application before actually applying.	7. Same as in Entry level.	7. Copies of three applications.
	7. Exit Level: Trainee will complete a complex application for all three of his/her career choices in the Career Packet.	7. Same as in Entry level.	7. Copies of the three applications.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Interviewing 8. Demonstrate an ability to make telephone contacts with employers.	8. Entry Level: Trainee will develop a phone script and practice with other trainees and trainer.	8. Trainer will check phone script for: Identification of caller, ID of person in charge, politeness, request for information on job openings, request for an interview, polite closure and complete a mock telephone list.	8. Copy of completed phone script and mock telephone check list. (Average of 2)
	8. Continuum: Trainee will complete three telephone contacts.	8. Trainee will practice and make one phone contact with the Trainer, one Informational interview over the phone, and one phone contact securing an interview.	8. Completion of phone contact sheet. (Average of 2)
	8. Exit Level: Trainee will complete telephone contacts with private/public sector employers.	8. Trainee will complete two informational interviews or phone contacts for informational interviews over the phone. Trainee will complete a final phone contact with Trainer. Practice interview with Trainer will include no errors. Trainer will use phone contact checksheet.	8. Completion of phone contact sheet and checksheet. (Average of 1)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July I, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Preparing Resumes 6. Develop written job search tools appropriate to the SSP.	6. Entry Level: Trainee will complete a Resume Worksheet.	6. Worksheet will be complete with no spaces left blank. Worksheet will include Trainee's Name, address, work history, education, skills, and any other information Trainee and Trainer determine is valuable to include in a Resume.	6. Completed Resume Worksheet.
	6. Continuum: Trainee will complete a generalized Resume and worksheets for a Cover Letter and Thank You Letter.	6. Resume must be in acceptable form, with correct spelling and punctuation. Resume should be typed or entered on the Computer. Worksheets for Cover Letter and Thank You Letter may be handwritten, but must be rough drafts of appropriate letters.	6. Interview Ready Resume Copy. Copy of Cover Letter and Thank You Letter Drafts.
	6. Exit Level: Trainee will complete a specialized Resume for one of the Career Choices in the Career Plan. Trainee will choose an Employer who hires for the selected occupation and will write a completed Cover Letter and Thank You Letter for the selected job.	6. (Same requirements as Continuum.) In addition, Resume will make direct reference to specific occupation. Cover Letter and Thank You Letter must be in acceptable form and include correct spelling and punctuation. All must be typed.	6. Interview Ready Specific Resume, Cover Letter and Thank You Letter ready to present in an interview.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Pre-Employment Competencies

Competency	Indicators	Benchmarks	Assessment Method
Interviewing 9. Demonstrate an ability to complete a job interview appropriately.	9. Entry Level: Trainee will complete at least one mock interview.	9. Trainee will complete at least one mock job interview and receive a satisfactory or above rating on a job interview checklist. The interview may be conducted by another Trainee, the Trainer, an Employer, another Staff member, as long as a checklist is completed, and satisfactory is achieved.	9. Interview checklist. (Average of 2)
	9. Continuum: Trainee will complete at least one mock interview with Trainer, on a video, or for a WE, OJT, Summer WE, or other subsidized/unsubsidized job. An informational interview is also acceptable.	9. Trainee must receive a satisfactory or above rating on the job interview checklist. Trainer may call Employer for a follow-up after the interview and fill out the checklist based on what the employer reports.	9. Interview checklist. (Average of 2)
	9. Exit Level: Trainee must complete a job interview with a private/public sector employer.	9. Trainee obtains an unsubsidized Private/Public sector job, or receives positive feedback from an interview, even if not hired.	9. Notation in narrative of obtained employment, or feedback from interviewing employer.

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July I, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Being Consistently Punctual			
I. Punctuality	I. Entry/Continuum/Exit Level: Trainee will be consistently punctual to all training sessions/classroom activities/worksites.	I. Trainee will be on time 90% of total training/work time.	I. Trainee Evaluation by one or more Trainers/Instructors/Employers. (Check Yes)
Maintaining Regular Attendance			
2. Attendance	2. Entry/Continuum/Exit Level: Trainee will maintain regular attendance at all training sessions/classroom activities or worksites.	2. Trainee will maintain regular attendance 90% of total training/work time.	2. Trainee Evaluation by one or moreTrainers/Instructors/ Employers. (Check Yes)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Demonstrating Positive Attitudes/ Behavior			
3. Attitudes/ Behavior	3. Entry/Continuum/Exit Level: Trainee will: 3a. Demonstrate interest and enthusiasm. 3b. Show Initiative. 3c. Be courteous and cooperative. 3d. Accept unpleasant tasks. 3e. Demonstrate concern for equipment and property. 3f. Follow site safety rules. 3g. Maintain work area in neat and orderly fashion.	3. Entry/Continuum: Trainee will score an average of 2 (Satisfactory) on Trainee Evaluation. 3. Exit Level: Trainee will score an average of 3 (Good) on Trainee Evaluation.	3. Trainee Evaluation by **one or more** Trainers/Instructors/ Employers. (Check appropriate boxes.) 1- Unsatisfactory 2- Satisfactory 3- Good 4- Excellent

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Presenting Appropriate Appearance 4. Appearance	4. Entry/Continuum/Exit Level: Trainee will be able to identify appropriate/acceptable/safe dress and grooming standards for Training/Classroom activities/ Worksite.	4. Trainee will maintain dress and grooming appropriate to training/class/work environment 100% of total time.	4. Trainee Evaluation by one or more Trainers/Instructors/ Employers. (Check yes)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July I, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Exhibiting Good Interpersonal Relations. 5. Interpersonal Relations	5. Entry/Continuum/Exit Level: Trainee will: 5a. Communicate with others in a friendly manner. 5b. Avoid discussing personal matters on job/training. 5c. Deal with criticism in a positive manner. 5d. Follow notification procedures when late or absent. 5e. Seek feedback regarding performance. 5f. Work effectively with other Trainees/Workers. 5g. Work independently when appropriate.	5. Entry/Continuum: Trainee will score an average of 2 (Satisfactory) on Trainee Evaluation. 5. Exit Level: Trainee will score an average of 3 (Good) on Trainee Evaluation.	5. Trainee Evaluation by one or more Trainers/Instructors/ Employers. (Check appropriate boxes)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July I, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Completing Tasks Effectively 6. Task Completion	6. Entry/Continuum/Exit Level: Trainee will: 6a. Follow oral and written instructions as appropriate. 6b. Ask questions when unclear. 6c. Begin work promptly and follow work schedule. 6d. Demonstrate knowledge of job duties/training expectations. 6e. Adapt to changes in work/ training environment. 6f. Complete assigned tasks at an acceptable rate. 6g. Work is done carefully and correctly.	6. Entry/Continuum: Trainee will score an average of 2 (Satisfactory) on Trainee Evaluation. 6. Exit Level: Trainee will score an average of 3 (Good) on Trainee Evaluation.	6. Trainee Evaluation by one or more Trainers/Instructors/ Employers. (Check appropriate boxes.)

TPIC Employment Training Competencies
Pre-Employment and Work Maturity
July 1, 1989

Competency Category - Work Maturity Competencies

Competency	Indicators	Benchmarks	Assessment Method
Ability to Problem Solve 7. Problem Solving	7. Entry/Continuum/Exit Level: Trainee will: 7a. Be capable of identifying problems. 7b. Able to generate solutions or seek assistance. 7c. Choose or follow appropriate course of action. 7d. Avoid inappropriate agressive behavior in problem situations.	7. Entry/Continuum: Trainee will score an average of 2 (Satisfactory) on Trainee Evaluation. 7. Exit Level: Trainee will score an average of 3 (Good) on Trainee Evaluation.	7. Trainee Evaluation by one or more Trainers/Instructors/Employers. (Check appropriate boxes.)

KENTUCKY
TECHNICAL ASSISTANCE GUIDE ON

YOUTH EMPLOYMENT COMPETENCY SYSTEMS

JTPA
GOVERNMENT
BUSINESS
PARTNERSHIP

KENTUCKY DEPARTMENT FOR EMPLOYMENT SERVICES
DIVISION FOR JOB TRAINING

MAY, 1989

"Work Maturity Medley"

Abstinence from Illegal, Physically Abusive, and Violent Actions
Acceptance of Assignments, Guidance, Criticism, and Correction from Supervisor*
Accuracy of Work
Acknowledgement of Mistakes /Errors
Active Participation
Adaptability
Adherence to Written/Formal and Unwritten/Informal Norms of Site
Appearance*
Asking Clarification Questions as Appropriate
Assumption of Responsibility
Attendance*
Attention to Detail
Attentiveness
Attitude*
Behavior*
Breakdown/Clean Up Routines
Calling in Sick
Care/Concern for Property of Others
Cheerfulness
Command of Site Terminology
Common Sense
Communication
Conduct*
Confidence
Conscientiousness
Consideration
Consistency of Effort
Cooperation
Coping with Conflict
Coping with Frustration
Courtesy
Dealing with the Unexpected
Decorum
Dedication
Demeanor
Dependability
Deportment
Desire to Grow/Advance
Determination
Diligence
Diplomacy
Discretion
Doing Own Share of Work
Efficiency
Enthusiam
Finishing Work in Timely Manner
Flexibility
Following Directions*
Following "Leave" Procedures
Following Rules of Workplace*
Following Safety Regulations
Following Through
Freedom From Influence of Chemicals on Job
Friendliness
Functioning Without Being Easily Distracted
Getting Along with Others at Site
Giving Feedback
Grooming
Handling Boredom
Handling Pressure
Helpfulness
Honesty
Honoring Commitment
Hygiene
Industriousness
Informing of Intention to Quit/Resign
Initiative
Integrity
Interest in Job/Site Activities
Interpersonal Relations*
Judgment
Keeping Personal Life from Interfering With Work
Leadership
Loyalty
Maintaining Effort in Spite of Setbacks
Maintenance of Tools, Equipment, Machinery, and Work Station
Management of Time
Manners
Meeting Deadlines
Motivation
Neatness
Negotiation of Disagreements/ Differences of Opinion
Notification of Lateness/ Absence
Openess to Change and New Ideas
Organization of Duties
Patience
Performance of Assigned Work Without Prompting
Perseverance
Personableness
Poise
Politeness
Pride in Work
Prioritization of Tasks
Problem Solving*
Productivity of Type/Amount of Work Required
Punctuality*
Quality of Work
Quantity of Work
Reaction to Authority
Readiness to Work
Redoing Unacceptable Work Without Complaint
Reliability
Requesting Further Assignments
Requesting Feedback
Resolution of Difficulties
Seeking Advice/Assistance When Necessary
Seeking Advancement
Self Control
Self Discipline
Self Image
Self Management (Adequate Child Care, Housing, Transportation)
Sense of Humor
Sensitivity
Settlement of Disputes
Showing Respect for Supervisor and Fellow Workers
Sincerity
Stability
Stopping Work Only at Proper Times
Suggesting Improvements
Tact
Task Completion*
Thoroughness
Tolerance
Truthfulness
Use of Appropriate Language
Use of Correct Chain of Command
Utilization of Materials and Supplies
Volunteering Extra Effort When Necessary
Volunteering to Learn New Things
Willingness to Accept Additional Tasks
Willingness to Do Same Job Repeatedly
Willingness to Work
Working as Team Member
Working at Acceptable Speed/Steady Pace
Working Independently/On Own with Minimal Supervision
Working Under Close Supervision
Working Under Stress
Working Within "Pecking Order"

"Pre-Employment Smorgasboard"

Accessing Community Resources
Applications*
Being a Consumer
Budgeting
Career Planning/Decision Making — "Pathing"*
Changing Jobs, Companies, Occupations, Careers
Choosing an Occupation*
Contacting Employers in Person*
Driver's License
EEO/AA Concerning Hiring Practices
Employer Expectations and Obligations*
Employment Forms/Red Tape*
Entering into Contracts
Follow Through on Job Leads, Interview Prospects, etc.*
Forms in Community (Social Security card, voter registration, deed, birth certificate, car registration, accident report)
Interviewing*
Insurance
Job Search*
Labor Market Information (job opportunities, requirements, and descriptions)*
Labor Unions
Loans, Credit, and Installment Buying
Legal and Financial Aspects of Employment (work permits, minimum wage, equal pay for equal work)
Letters (inquiry, cover, thanks, follow-up, resignation)*
Making Change
Money Management
Networking for Occupational Information and Job Hunting
Occupational Knowledge (business/industry profiles, career data, vocational descriptions)*
Opening Banking Account (checking, savings)
Payroll Structure, Taxes, and Deductions
Personal Interests, Aptitudes, Abilities
Personnel Practices
Preparing Federal/State/Local Taxes
Promotion from Within
Reading a Road Map
References
Renting an Apartment
Researching Potential Employers
Resumes*
Self Assessment
Shopping
Sources of Public/"Hidden" Job Leads and Openings*
Telephone Etiquette (initial contact, setting up appointment, thanks, follow-up)*
Telling Time
Termination of Employment
Transfer of Capacities
Using Public Transportation
Values Clarification
Vocabulary/Abbreviations Used in World of Work
Want Ads
Worker Rights, Benefits, and Responsibilities*
World of Work Awareness Concerning Labor Market Functions (labor exchange, supply and demand, projections and trends, automation)*

THE EMPLOYMENT COMPETENCIES IN VERMONT

A STUDY

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THE VISION: WHAT SHOULD AN EXCELLENT EMPLOYMENT COMPETENCY SYSTEM LOOK LIKE?

[This section explores what an excellent competency system should look like. If it existed right now, what would we see?]

Youth, trainers, and employers alike see the immediate value of the training as well as its long range applicability to future employment.

YOUTH:

- -Are aware it is available.
- -Are assessed before the training for employability skills and basic skills (reading, math and problem solving) to measure deficiencies and to determine what they need.
- -Want to take the training.
- -Know they will receive the training they need.
- -Are assessed after the training to measure how much they have gained and retained.
- -Are referred for remedial education if they do not possess functional literacy skills, or are not functioning at the grade level they could be. They understand how important basic skills (reading, math, and problem solving) are to their employability and their future.
- -Enjoy the training. It is fun, not boring. They have a positive feeling about the training.
- -Gain confidence and self-esteem.
- -Learn the skills the trainer addresses and retain this knowledge.
- -Evaluate the training they have had and make suggestions on how to improve it. They know their input will be taken into account when design changes are made.
- -Encourage their friends to take the training.
- -Benefit from the training. They are able to get and keep jobs throughout their lives.
- -Are treated with respect for their views and opinions.

TRAINERS:

- -Recognize individual learning styles and abilities and are able to accommodate them.
- -Have a positive attitude and motivate the youth.
- -Are certified professional trainers.
- -Have a genuine respect and concern for the participants.
- -Influence the development and improvement of the system and materials.
- -Take into account the youth's suggestions when redesigning materials.
- -Are allowed adequate time to provide training.
- -Follow up on youth who have completed training to reinforce the training and offer any necessary assistance.
- -Receive training in group dynamics and training methods.
- -Use a variety of teaching methods to keep the training interesting.

-Have ample curriculum resources.
-Have high, but not unrealistic or unattainable, expectations of participants' capabilities.
-Are able to communicate with youth and willing to provide direct, honest feedback, especially positive feedback.

EMPLOYERS:

-Know about the competency approach and support it.
-Reinforce the competency skills of their trainees and employees.
-Seek employees who have had this training.
-Provide a genuine training experience.
-Recommend the program to other employers.
-Are included in periodic reviews and updates of the materials.
-Are recognized for the contribution they make to the lives of the youth.

MATERIALS are:

-Flexible but equivalent at all sites.
-Interesting, fun, appropriate for a variety of youth.
-Geared to the proper academic level and learning abilities of the youth.
-Not more extensive than necessary, but are detailed enough to document a quality training experience.
-Meaningful and have direct relevance and application to the current situation.
-Are designed to readily allow the trainer to evaluate each individual.
-Are geared toward determining appropriate vocational areas.

OTHER:

-Youth other than the disadvantaged receive the training. (If the program has a reputation for serving only welfare and low-income youth it could have a stigmatizing effect.)
-Adults as well as youth receive the training, if appropriate.
-Standards of quality exist. They are applied consistently and fairly. (A youth from one site will complete the training with skills similar to a youth from another site.)
-Paperwork for trainers is no more than necessary.
-There is an abundant use of non-paper materials (computers, tapes, films, filmstrips, group games, etc.)
-There are field trips to area businesses to learn about the world of work.
-Guest speakers from the community reinforce the importance of the competencies.
-The employment competencies are integrated into the basic curriculum of all school systems in Vermont and considered to be a basic educational competency area.

RECOMMENDATIONS: HOW TO GET FROM CURRENT REALITY TO VISION

YOUTH:

- Increase youth awareness of the program.
    - Institute a statewide marketing campaign.
    - Develop a marketable logo for the program.
    - Have competency-logo T-shirts printed and distributed free-of-charge to all completers of Work Maturity Skills. This will be a reminder to a youth of his/her training as well as a way to market the program.
    - Change the name of the Vermont Employment Competency System. The name of the program should be easy to remember and say so that youth may tell their friends about it and employers can tell other employers about it.
- Assess all youth for basic educational skills attainment prior to any training.
    - For in-school youth:
        - Require a review of existing educational assessments.
        - Develop a method of assessment for the Summer Youth Employment Program.
        - Record the results of this assessment in the Employability Development Plan.
    - For high school dropouts:
        - Identify a tool to assess basic educational skills.
        - Field test the assessment toll.
- Require remediation for all youth who need it.
    - Make enrollment in a work experience activity contingent upon concurrent enrollment in a remedial education program.
    - Establish remediation goals for the period of time the youth is enrolled in the work experience activity.
    - Develop special remediation (reading, math and problem solving) materials that teach the employment competencies. Make them worksite specific if possible.
- Develop an assessment test (pre-test) for the Pre-employment Skills competencies. If youth pass this test they should not be required to take this component of competency training.
    - Consult with area colleges to see if this would be an appropriate project for a college graduate student.
    - Explore pre-test options with testing experts.
- Develop a method to measure what youth have learned in training.
    - Use a variation of the pre-test as a post-test. If youth do not pass the post-test require that they work on weak areas.
    - Conduct an exit interview to determine what youth have learned and ask for their suggestions on how to improve the program.
- Develop a delivery method for competency training of mentally handicapped and learning disabled youth.
    - Set up a Task Force of public school special educators and representatives of other agencies that work with this population to design appropriate training materials.
- Give youth a certificate upon completion at the local training site rather than sending a letter from the Job Training Office

so that the person who provided the training is the one who gives the recognition of achievement..

- Provide more follow-up and post-program services for youth.
  - Trainers should call youth several times throughout the year to learn employment status, reinforce competency training, and provide assistance if necessary.
  - Develop a newsletter for competency completers.
  - Hold special events for competency completers to get together.

TRAINERS:

- Require careful consideration before a person is selected as a trainer. Do not force anyone to be a trainer if he/she would prefer not to.
- Define and apply standards for mastery.
  - Require certification of trainers.
  - Develop a trainer peer review system to assess the quality of training.
- Video tape the training of the trainers to be used for future training purposes.
- Provide group dynamics and leadership training for trainers. Also provide training in a variety of teaching methods.
- Determine the minimum amount of time required to provide adequate training to participants. Do not force trainers to rush participants through the training.

EMPLOYERS:

- Increase employer awareness of the program.
  - Explore media options for advertising.
  - Provide training to staff who present the program to employers on how to "sell" the competency approach.
  - Require a common title for the employment competency program to be used when the program is presented to employers. This will help the program gain statewide recognition.
- Employers should be carefully selected. A quality training experience for youth is important. Youth should not be placed with employers who are reluctant or uncooperative, or who will not reinforce the work behavior standards defined in Vermont's employment competency system.
  - Job developers should be trained in how to identify appropriate employers.
  - A questionnaire should be developed for the staff person who visits the worksite to determine the quality of training occurring at the worksite.
- Employers should be better informed of their role in training.
  - Develop an employers' information sheet explaining the program and outlining their role.
  - Staff should make certain initially that an employer is aware of his/her responsibility before a youth is placed at the site.
  - Provide regional training sessions for employers who train youth in this program.

MATERIALS:

-Set up a resource exchange network so all materials can get to the trainers.
-Require a check mark (rather than initials) for each competency attained.
-Continue to review forms and worksheets for efficiency and effectiveness. Include trainers and participants in this process. Cut down on paperwork as much as possible without sacrificing integrity or quality.

SUBJECTS FOR FURTHER STUDY:

-The components of Pre-employment and Work Maturity Skills. (Are there currently any Pre-employment skills that are not necessary for a youth to know BEFORE being placed at a worksite?)
-The value of teaching the Pre-employment Skills prior to worksite placement versus the value of concurrent instruction and work experience.
-The "equivalency" of the competency training between subrecipients.
-A study using a control group of youth who do not take competency training before they are placed at a worksite to see if there is a difference between those who have the training and those who do not.

SAMPLE PRE-ASSESSMENT FORMS

JTPA

YOUTH EMPLOYMENT COMPETENCY SYSTEM

THE KANSAS MODEL

Developed by:

KANSAS YOUTH PROGRAM
ADVISORY COMMITTEE

Revised January 1989

Participant Name:______________________________ SSN:_____________________

Competency Statement #1 -- "Making Career Decisions"

Participant demonstrates capability in making career decisions by attaining a score of 100% on the following indicators, as determined by question and answer measurement procedure, and rating quality and quantity of responses.

Instructions

The participant should be scored on how well he/she performs on these tasks related to making career decisions. Raters should review the participant's responses, and objectively score performance (1-Yes, 0-No).

Assessment

Indicators	**Score (1-0)** Pre	Post
A. Participant *states two personal values* important in relationship to work.	____	____
B. Participant *states two personal interests* in relationship to work.	____	____
C. Participant *states two skills/abilities* applicable to specific occupations.	____	____
D. Participant *makes a career choice* based on the indicators above.	____	____

Total Possible Points ____4____ Total Points Achieved ____ ____

Total Points Necessary for Competency Attainment ____4____

Competency Attained? Yes ________ No ________

Rater's Signature ________________ Pre-Date ________ Post-Date ________

Participant Name:______________________________ SSN:__________________

Competency Statement #2 – "Using Labor Market Information"

Participant demonstrates capability in using labor market information by attaining a score of 100% on the following indicators, as determined by question and answer measurement procedure, and rating quality and quantity of responses.

Instructions

The participant should be scored on how well he/she performs on these tasks related to using labor market information. Raters should review the participant's responses, and objectively score performance (1-Yes, 0-No).

Assessment

Indicators	Score (1-0) Pre	Score (1-0) Post
A. Participant *states two sources of information on employment opportunities.*	____	____
B. Participant states *the average wage, local and state demand, and amount of education or training required* for their chosen occupational area.	____	____
C. Participant *identifies two employers by* name and major function, service, or product who offer employment in their chosen *occupational area.*	____	____
D. Participant *identifies two major employers* by name and major function, service, or product who offer employment *in the local area.*	____	____
E. Participant *identifies two schools* that train in their chosen occupational area.	____	____

Total Possible Points ___5___ Total Points Achieved ____ ____

Total Points Necessary for Competency Attainment ___5___

Competency Attained? Yes ________ No ________

________________________________ Rater's Signature

________ Pre-Date

________ Post-Date

Participant Name:______________________________ SSN:__________________

Competency Statement #3 -- "Preparing Resumes"

Participant demonstrates capability in preparing resumes by attaining a score of 100% on the following indicators, as demonstrated by product review measurement procedure, and rating quality and quantity of output.

Instructions

Presumptive Need - If the youth states that he/she never prepared a resume, this constitutes presumptive need for assistance and the following review and rating does not need to be performed. A score of "0" should be recorded for total points achieved and "Presumptive need?" should be marked yes.

If the youth states that he/she has done a resume, the following review must be performed. The participant should be scored on how well he/she performs in preparing a sample resume. Raters should review the participant's product, and objectively score performance (1-Yes, 0-No).

Assessment

Indicators	Score (1-0) Pre	 Post
A. *Neatness.* Resume is free from wrinkles, crossouts, and smudges.	____	____
B. *Organization.* Words and numbers within the text are able to be cleany read.	____	____
C. *Spelling and grammar* are free from errors.	____	____
D. *Completeness.* All items are present.	____	____
E. *Positive communication.* Everything is put in the best possible light.	____	____

Total Possible Points___5___ Total Points Achieved ____ ____

Presumptive Need? Yes ________

Total Points Necessary for Competency Attainment ___5___

Competency Attained? Yes ________ No ________

Rater's Signature

Pre-Date

Post-Date

Participant Name:____________________________ SSN:_________________

Competency Statement #4 -- "Filling Out Applications"

Participant demonstrates capability in filling out applications by attaining a score of 100% on the following indicators, as determined by product review measurement procedure, and rating quality and quantity of output.

Instructions

The participant should be scored on how well he/she performs on the program's intake application form. Raters should review the participant's product, and objectively score performance (1-Yes, 0-No).

Assessment

Indicators	Score (1-0) Pre	Score (1-0) Post
A. *Following directions.* Information given corresponds to question asked.	____	____
B. *Completeness.* Line items are fully filled out.	____	____
C. Responses are *free from errors* in spelling, grammar, capitalization, and punctuation.	____	____
D. *Application is neat.* Free from wrinkles, crossouts, and smudges.	____	____

Total Possible Points __4__ Total Points Achieved ____ ____

Total Points Necessary for Competency Attainment __4__

Competency Attained? Yes ________ No ________

Rater's Signature

Pre-Date

Post-Date

Participant Name:______________________ SSN:____________

Competency Statement #5 -- "Interviewing"

Participant demonstrates capability in interviewing by attaining a score of 100% on the following indicators, as determined by observation measurement procedure, and rating quality and frequency of actions.

Instructions

The participant should be scored on how well he/she performs in the program's intake interview. Raters should review the participant's actions, and objectively score performance (1-Yes, 0-No).

Assessment

Indicators	**Score (1-0)** Pre	Post
A. *Appearance.* Clothes are clean, not wrinkled, and compatible with traditional world of work dress.	____	____
B. Participant states at *least two specific reasons why he/she requires the program's services,* and indicates a commitment to take advantage of such help, without probing by the interviewer.	____	____
C. Participant *speaks in an articulate and understandable fashion.*	____	____
D. Participant *asks at least two questions related to the program* for which he/she is applying.	____	____
E. *Eye contact.* Participant does not stare, but periodically looks interviewer in the eyes.	____	____

Total Possible Points __5__ Total Points Achieved ____ ____

Total Points Necessary for Competency Attainment __5__

Competency Attained? Yes ________ No ________

_______________________________ ___________ ___________

Rater's Signature Pre-Date Post-Date

Participant Name:______________________________ SSN:__________________

Pre-Assessment Level A

Instructions

Check those lines that are applicable. In order for a youth to be considered in presumptive need of general assistance in all work maturity competencies (#1-6), he/she must meet two of the criteria in this section. Notes and/or comments are necessary to explain and verify all lines checked and used to establish the assumption of across the board need in job-keeping capabilities. There must be clear proof and documentation provided for each factor checked.

Assessment

Indicators	Score (1-0)
A. The participant has not worked full time for at least 90 calendar days with one employer, excluding government-funded programs. (Must be verified by material in participant records, e.g. eligibility/assessment data.)	_____
B. The participant does not provide a written recommendation from a previous employer. (Verified by observation of events.)	_____
C. The participant has been fired from at least one job. (Must verified by material in participant records.)	_____
Total Points Achieved	_____

Documented checks on two or more lines affirm that the youth is in need of overall assistance in all six work maturity capabilities, and Level B is therefore not necessary for these competencies. If at least two lines are not checked, then pre-assessment does not show that the youth is in need of overall work maturity intervention in all six performance competencies, and Level B may be necessary.

I certify that the above information is accurate and represents my determination that the participant possesses certain characteristics which indicate need for assistance.

_______________________________________ ________________

Rater's Signature Date

Work Maturity Pre-Assessment

Participant Name:______________________________ SSN:__________________

Pre-Assessment Level B

Instructions

Observe participant's actions and check those lines that are applicable. In order for a youth to be considered in substantive need of special assistance in certain work maturity competencies, he/she must meet the related criteria in this section. There must be clear proof and substantiation provided for each performance category checked.

Assessment

Indicators **Score** (1-0)

A. Is late for intake appointment and/or interview without acceptable excuse, and/or has documented previous work, school, or institutional record of tardiness within the last year.
(Competency #1 - "Being Consistently Punctual") ______

B. Fails to arrive for or remain at intake appointment and/or interview without acceptable excuse, and/or has documented previous work, school, or institutional record of poor attendance within the last year.
(Competency #2 - "Maintaining Regular Attendance") ______

C. Behaves improperly or disruptively during intake/interview process, and/or has documented previous work, school, or institutional record of bad attitudes within the last year.
(Competency #3 - "Demonstrating Positive Attitudes/Behavior") ______

D. Dresses inappropriately for intake appointment and/or interview, and/or has documented previous work, school, or institutions record of unacceptable appearance within the last year.
(Competency #4 - "Presenting Appropriate Appearance") ______

E. Acts discourteously or uncooperatively during intake/interview process, and/or has documented previous work, school, or institutional record of interpersonal relations problems within the last year.
(Competency #5 - "Exhibiting Good Interpersonal Relations") ______

Pre-Assessment Level B

Assessment

Indicators **Score** (1-0)

F. Exhibits inability to fulfill requirements or finish (either real or simulated) tasks during intake/interview process, and/or has documented previous work, school, or institutional record of task completion deficiencies within the last year.
(Competency #6 - "Completing Tasks Effectively") ____

Total Points Achieved ____

A substantiated check on any line (A to F above) affirms that the youth is in need of specific assistance in that particular work maturity competency, and Level C is therefore not necessary for that skill. If a line is not checked, then pre-assessment does not show that the youth is in need of assistance in that competency, and Level C may be necessary.

I certify that the above information is accurate and represents my rating of the participant's performance.

______________________________ ____________
Rater's Signature Date

Work Maturity Pre-Assessment

Participant Name:____________________________ SSN:__________________

Pre-Assessment Level C

Instructions

Observe participant's actions and check those lines that are applicable. In order for a youth to be considered in substantive need of special assistance in certain work maturity competencies, he/she must meet the related criteria in this section. There must be clear proof and substantiation provided for each performance category checked.

Assessment

Indicators	Score (1-0)
A. Is late more than once during first two weeks at site without an acceptable excuse. Competency #1 - "Being Consistently Punctual")	_____
B. Fails to arrive and/or stay more than once during first two weeks at site without an acceptable excuse. (Competency #2 - "Maintaining Regular Attendance")	_____
C. Behaves improperly or disruptively during first two weeks at site. (Competency #3 - "Demonstrating Positive Attitudes/Behavior")	_____
D. Dresses inappropriately during first two weeks at site. (Competency #4 - "Presenting Appropriate Appearance")	_____
E. Acts discourteously or uncooperatively during first two weeks at site. (Competency #5 - "Exhibiting Good Interpersonal Relations")	_____
F. Exhibits inability to fulfill requirements or finish tasks during first two weeks at site. (Competency #6 - "Completing Tasks Effectively")	_____

Total Points Achieved _____

A substantiated check on any line (A to F above) affirms that the youth is in need of specific assistance in that particular work maturity competency.

I certify that the above information is accurate and represents my rating of the participant's performance.

____________________________________ ________________
Rater's Signature Date

PRE-EMPLOYMENT COMPETENCIES PRE- AND POST-ASSESSMENT

Name________________________________ SS#____/___/___/_____.

School____________________Instructor________________________

Enrollment Date___/____/____ Completion Date___/___/___/____ Hours Completed____

I certify that the student has received training in the areas indicated.

Instructor Signature_______________________________Date___/____/_____

Representative Signature_______________________________Date___/____/_____

Competency Statement (1 - Yes, 0 No)	PRE	POST
#1 -- "Making Career Decisions"		
A. States two personal values related to work	____	____
B. States two personal interests related to work	____	____
C. States two skills/abilities applicable to job	____	____
D. Makes a career choice	____	____
Total points achieved	____	____
#2 -- "Using Labor Market Information"		
A. States two sources of employment opportunities	____	____
B. States average lwages, demand, training	____	____
C. Identifies 2 employers by occupational area	____	____
D. Identifies 2 employers in local area	____	____
E. lIdentifies two schools in chosen occupation	____	____
Total points achieved	____	____
#3-- "Preparing Resumes"		
A. Neatness	____	____
B. Organization	____	____
C. Free of spelling and grammar errors	____	____
D. Completeness	____	____
E. Positive communication	____	____
Total points achieved	____	____
#4-- "Filling OUt Applications"		
A. Following directions	____	____
B. Completeness	____	____
C. Responses are free from errors	____	____
D. Application is neat	____	____
Total points achieved	____	____
#5-- "Interviewing"		
A. Appearance	____	____
B. Two easons why program services are required	____	____
C. Speaks in articulate and understandable fashion	____	____
D. Two questions related to program	____	____
E. Eye contact	____	____
Total points achieved	____	____

CR
CAREER RESOURCES
NORTH CENTRAL INDIANA PRIVATE INDUSTRY COUNCIL, INC.

THE WORK CONNECTION
402 North Broadway Peru, Indiana 46970 (317) 473-5571

* LWE	COOP/In-school program
OWE	Volunteer Employment
Tryout	Unsubsidized job
OJT	

NCIPIC Pre-Employment/Work Maturity Tracking Form

To be competent, a participant must obtain all 17 pre-employment/work maturity skills.

Participant Name ____________________ Social Security Number ____________

Skills Pre-employment	Actual Pre-Test Percentage	Pre-Test Passing Percentage	Is assistance Required Y/N	Activity* /Site	Actual Post-Test Percentage	Post-Test Passing Percentage	Completed Skill	Staff Initials
1. Knowledge of Career Decision Making	______	80%	______	CRT Generic	______	80%	1. Y/N DATE______	______
2. Knowledge of Labor Market Information	______	80%	______	CRT Generic	______	80%	2. Y/N DATE______	______
3. Knowledge of Resumes	______	80%	______	CRT Generic	______	80%	3. Y/N DATE______	______
4. Knowledge of Applications	______	80%	______	CRT Generic	______	80%	4. Y/N DATE______	______
5, Knowledge of Interviews	______	80%	______	CRT Generic	______	80%	5. Y/N DATE______	______
6. CONDUCTING CAREER DECISION MAKING	______	80%	______	CRT Generic	______	80%	6. Y/N DATE______	______
7. UTILIZING LABOR MARKET INFORMATION	______	80%	______	CRT Generic	______	80%	7. Y/N DATE______	______
8. PREPARING RESUMES	______	80%	______	CRT Generic	______	80%	8. Y/N DATE______	______
9. FILLING OUT APPLICATIONS	______	80%	______	CRT Generic	______	80%	9. Y/N DATE______	______
10. NEGOTIATING INTERVIEWS	______	80%	______	CRT Generic	______	80%	10. Y/N DATE______	______
Work-Maturity								
11. Knowledge of Proper Work Habits, Attitudes and Behaviors	______	80%	______	CRT Generic	______	80%	11. Y/N DATE______	______
	Circle Form that Determined Need							
12. PUNCTUALITY	A B C		______	______	______	90%	12. Y/N DATE______	______
13. ATTENDANCE	A B C		______	______	______	95%	13. Y/N DATE______	______
14. ATTITUDE/BEHAVIOR	A B C		______	______	______	80%	14. Y/N DATE______	______
15. APPEARANCE	A B C		______	______	______	80%	15. Y/N DATE______	______
16. INTERPERSONAL RELATIONS	A B C		______	______	______	80%	16. Y/N DATE ______	______
17. TASK COMPLETION	A B C		______	______	______	80%	17. Y/N DATE ______	______

Were all required skill goals achieved? If yes, student is competent in PE/WM Competency, and certificates may be given.

Yes ________ No ________ Date ________

Did student need training in at least 5 of the skills in capital letters (#6-10 or #12-17)?

Yes ________ No ________

If yes on both questions, PE/WM Competencies have been acheived and a positive termination can be taken.

Participant Signature ____________________ Date ____________

Staff Signature________ ____________________ Date ____________

NEW YORK CITY DEPARTMENT OF EMPLOYMENT

YOUTH PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES PRE-TEST

Lilliam Barrios- Paoli
Commissioner

Revised
January 1989

I RATIONALE OF THE YOUTH PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES TEST (YPWMCT)

INTRODUCTION

Section 106 of the Job Training Partnership Act (JTPA) stipulates that for youth (ages 16-21) achievement of employment competencies, which are recognized by the Private Industry Council, is considered a positive outcome. For entry into pre-employment/work maturity competency training, youth's job seeking, securing, and retention skills must be assessed and documented and the Youth Pre-Employment/Work Maturity Competencies Test (YPWMCT) was developed for that purpose.

WHAT THE TEST ATTEMPTS TO MEASURE

The Youth Pre-Employment/Work Maturity Test (YPWMCT) is intended to provide an objective measure of the informational bases of fundamental skills for finding and retaining employment. To accomplish this, the test addresses a number of basic informational issues related to these skills with representation of each of the issues in the item pool. No single test can measure with complete accuracy and the present test does not attempt to probe the subtleties of personality which can be very significant in finding and keeping a job. Nevertheless, as an objective and standardized instrument which has been studied with respect to its validity and reliablity, the YPWMCT is an important tool for the Department of Employment in assessing the pre-employment/work maturity skills in young persons.

ORGANIZATION OF THE TEST

The YPMCT is composed of 75 items distributed in approximately equal numbers across six competencies. Test items are designed to assess the examinee's knowledge about basic elements of abilities to:

1. Assess occupational interests and aptitudes and set occupational goals
2. Identify personal strengths, weaknesses, and barriers to successful employment
3. Communicate effectively with employers, instructors, and co-workers
4. Search effectively for a job
5. Apply skillfully for a job.
6. Exhibit appropriate work and work-related behavior

II DEVELOPMENT OF THE TEST

DEVELOPMENT OF THE ITEM POOL

A preliminary set of 140 items was drafted by the staff of the New York City Department of Employment Office of Review. The pool includes many items from diverse sources in the literature and additional items composed by the staff themselves. Of the 140 items, 98 were prepared in a multiple choice format with four available choices for each item and 42 were prepared in a true-false or two-choice format. These items were distributed among the six competencies as follows:

NUMBER OF ITEMS	COMPETENCY
21	Assess interests, aptitudes, and set goals
26	Identify strengths, weaknesses, and barriers
22	Communicate effectively
21	Search for a job
27	Apply for a job
23	Retain the job
140	Total number of items

TRYOUT OF THE FIRST DRAFT OF THE TEST

The 140 item first draft of the test was administered in the summer of 1986 to a sample of 159 unemployed youth who were participants in a variety of entry-level training programs, each of which included a pre-employment competency training component. The sample included groups which represent a full range of pre-employment skills from high to poor proficiency.

An item analysis was performed manually using the Flanagan technique, isolating the protocols for the 40 highest and 40 lowest scoring individuals on the total test, approximately 25 percent of the total sample in the upper group and 25 percent in the lower group. To observe functioning of the correct responses and distractors in discriminating between the two groups, responses to each item were tallied separately by upper and low groups. Discrimination indices were determined for each item using the tables devised by John C. Flanagan for this purpose (Thorndike, Robert L., Personnel Selection, Wiley, New York, 1949, pp. 348-51). For each item, difficulty indices were computed for the upper and lower groups, and difficulty indices for the total sample were estimated by averaging these.

In general, the pool of items discriminated well between the upper and lower groups. Significant indices of discrimination of 0.40 or greater were found for 111 items, or 79.3 percent of the items in the 140 item pool.

With an average of 69.7 percent of the subjects passing each item, the items in the pool also tended to be somewhat easy, about 32 percent of the items were passed by 80 percent or more of the subjects in the sample. Only 32 items, 23 percent, were passed by less than 60 percent of the subjects.

TRYOUT OF THE SECOND DRAFT OF THE TEST

From the 140 items in the first draft of the test, items were selected with a view to maximizing discrimination and either maintaining item difficulty or making the overall test slightly more difficult. Response data were studied carefully and some items modified for tryout in a revised form of the test. In all, 80 items were selected for the second draft of the test, with a view to eliminating five of these after tryout and retaining 75 items in the final version. Items in the revised (80 item) test were distributed across the six competencies as follows:

NUMBER OF ITEMS	COMPETENCY
10	Assess interests, aptitudes, and set goals
11	Identify strengths, weaknesses, and barriers
14	Communicate effectively
15	Search for a job
15	Apply for a job
15	Retain the job
80	Total number of items

The results of the tryout of the second draft of the test were scored, KR20 reliability indices were computed, and the item analysis was performed mechanically with assistance and computer services from the staff of the New York City Department of Personnel.

The test was administered to a total of 350 subjects drawn from seven training sites in Brooklyn and the Bronx: Taft High School, Plus XII Youth and Family Service, YMCA of Greater New York, Children's Circle Planning Corporation, Community Service Council of Greater Harlem, Builders for Family and Youth New Horizons program, and the Northwest Bronx Community and Clergy Coalition. This sample showed a test mean for the 80 item version of the test of 61.2 with a standard deviation of 10.6 and with the average item passed by 76.5 percent of the subjects. The Kuder Richardson 20 reliability index was 0.90 and standard error was 3.4 points.

Item analysis data for the above sample were studied and based on these data five items (#7, 25, 50, 78, and 80) were eliminated producing the final 75 item version of the test.

DEVELOPMENT OF THE PRESENT VERSION OF THE TEST

In its final 75 item version, the test includes 60 four-choice items and 15 two-choice items distributed across the six competencies as follows:

NUMBER OF ITEMS	COMPETENCY
9	Assess interests, aptitudes, and set goals
11	Identify strengths, weaknesses, and barriers
13	Communicate effectively
14	Search for a job
14	Apply for a job
14	Retain the job
75	Total number of items

Test protocols for the 350 subjects in the tryout of the second draft of the test were rescored on the basis of these 75 items. Data for reliability, validity, and norms for the final version of the test were computer generated.

The data show a test mean of 58.4 with a standard deviation of 10.9 and an average of 76.5 percent of the subjects passing each item. The Kuder Richardson 20 reliability index is 0.93 and standard error of measurement is 2.7. The improvement in the reliability index and the standard error of measurement are a result of the elimination of the weakest items in the test.

III. TECHNICAL INFORMATION

RELIABILITY

KR20 reliability was computed for the 75 item version of the test based on the protocols obtained in the tryout of the second draft. A separate test tryout for this purpose was deemed to be unnecessary because the differences between the second draft (80 items) and the final version (75 items) were minimal with no changes made in the 75 items chosen for inclusion in the test.

For the 350 subjects in the sample, KR20 formula reliability for the 75 item version of the test was 0.93.

VALIDITY

Four scores bearing upon validity were collected in the course of the second tryout of the test: (1) a reading comprehension score, (2) a score of work competency and maturity based on interviews by members of the staff of the New York City Department of Employment, (3) teachers' estimates of work maturity, and (4) scores obtained by subjects on the Oral Directions Test.

The reading comprehension section of the Test of Adult Basic Education (TABE), Level D, Form 4, was administered to 296 of the subjects included in the tryout of the second draft of the test. Although the items of the test were drafted to minimize reading load, the reading levels of the young people in the pre-employment programs were sometimes problematic, and some index was necessary to ensure that the YPWMCT was not simply to a test of reading comprehension for this population.

An interview of about 20 minutes duration was conducted with each of the 296 subjects by staff of the Office of Staff Development and Training. This index was regarded as useful in providing an estimate of work competency independent of the staff of the particular training programs in which the participants were enrolled. Each participant was rated on a scale of one (well below average) to nine (well above average) in each of the six competencies included in the test. Ratings were summed to yield a total score varying from a minimum score of 6 to a maximum score of 54. Computations were performed to obtain Pearson correlations between scores on the 75 item version of the YPWMCT and the indices noted above.

Results of the correlation of scores derived from the YPWMCT, TABE test, and interviews with the 296 subjects are presented in Table 1.

TABLE 1. RESULT OF MAIN VALIDITY STUDY

	YPWMCT	Interview	Reading Comprehension
Interview	.423		
Reading Comprehension	.410	.167	
Mean	58.9	36.8	7.2
SD	8.9	7.4	2.0
N	296		

Note: r = 0.113 significant at the five percent level, two-tailed test.

Results shown in Table 1 suggest a clear and fairly strong relationship between test and interview results as well as test and reading comprehension, about the same level of magnitude. However, the correlation between reading comprehension and interview scores show considerable independence, suggesting that the two are substantially related to different underlying factors in the subjects' performance on the test.

A substudy was conducted with 232 subjects from among the total sample using teacher estimates of work maturity. These were felt to be valuable reflections the global judgments of teachers who had daily contact with the participants over a period of time. Teacher estimates were collected for subjects who had been in the teachers' classes for six weeks or more. Teachers were requested to provide a single global judgment of job preparedness based on a scale of one (well below average) to nine (well above average).

Results of teacher estimates for the 232 subjects in the substudy were correlated with scores obtained from the YPWMCT, reading comprehension test, and interview with results as shown in Table 2.

TABLE 2. RESULTS OF TEACHER ESTIMATE SUBSTUDY

	YPWMCT	Interview	Reading Comprehension	Tchr. Est.
Interview	.446			
Reading Comprehension	.369	.127		
Teacher Estimate	.190	.263	-.047	
Mean	58.9	36.9	7.2	4.9
SD	9.1	7.5	1.9	1.8
N	232			

Note: $r = 0.113$ significant at the five percent level, two-tailed test.

Teacher estimates exhibit only a weak relationship to scores on the test, with a correlation of only 0.19. This seems to suggest that the test is a poor predictor of opinions of persons who have had time to become somewhat acquainted with the subjects and form a concept of the individuals' work maturity. However, when correlations were performed for data grouped by training site, these correlations were often much stronger. The four groups of size included in this substudy showed the following correlations between teacher estimates and YPWMCT scores:

Group I, N = 40, r = 0.49
Group II, N = 35, r = 0.48
Group III, N = 98, r = 0.15
Group IV, N = 30, r = 0.56.

Close inspection of the data for the group showing the weakest correlation revealed that the teacher estimates for this group tended to differentiate little between the students, with estimates grouped tightly around the average. Over 90 percent of the subjects in this group were rated at a level of 4, 5, or 6, providing little variability for correlational purposes. This finding underscores the value of a standardized instrument in this kind of effort, as the test and its scores can be useful in helping to judge the levels of students on a more objective, standardized basis across different programs and training sites.

A second substudy was conducted using the Oral Directions Test. This was felt to be of interest since ability to comprehend and follow oral instructions is a fundamental element in job readiness. The Oral Directions Test was administered to 116 of the subjects included in the main study. Table 3 shows correlations of scores obtained on the YPWMCT, reading comprehension test, interview, and Oral Directions Test.

TABLE 3. RESULTS OF ORAL DIRECTIONS TEST (ODT) SUBSTUDY

	YPWMCT	Int.	Rdg. Comp.	Tchr. Est.	ODT
Interview	.450				
Reading Comprehension	.551	.334			
Teacher Estimate	.358	.297	.162		
ODT	.533	.274	.440	.344	
Mean	60.3	36.9	7.9	4.7	27.5
SD	7.9	7.0	1.9	1.7	5.4
N	116				

Note: $r = 0.183$ significant at the five percent level, two tailed test

The relationship between YPWMCT and Oral Directions Test scores shown in Table 3 is a relatively strong one, correlating at a level of 0.53, suggesting a substantial relationship between the factors tapped in the two tests. This suggests that attentiveness and ability to follow directions may form a significant part of the Pre-Employment/Work Maturity Competency construct.

NORMS

Using data generated from the tryout of the second (80 item) draft of the test, protocols were rescored for the final (75 item) version, and norms were generated. This was regarded as appropriate without need for a separate administration of the final version of the test since the items underwent no modifications, but were simply selected for inclusion.

Norms produced in this manner based on the 350 subjects in the main study sample are presented in the Appendix.

IV. GENERAL DIRECTIONS FOR ADMINISTRATION

RANGE OF APPLICATION

The YPWMCT was designed for use with youth between the ages of 16 to 21 who have limited work experience. A minimum reading level of 5th grade is needed for valid testing.

PHYSICAL CONDITIONS

Standard conditions for paper and pencil testing should be met. The testing room should be well lit, adequately ventilated, quiet, and free from distractions. A smooth surface at a convenient height should be available for the test and an answer sheet and a pencil provided to each examinee. Adequate separation should exist to discourage copying.

STANDARD INSTRUCTIONS FOR EXAMINEES

Ensure that each examinee has a test booklet, answer sheet, and pencil, then say:

"This is a test about things you need to know to get a job and keep it. Read each item and mark the best answer on your answer sheet. Please do not mark the test booklet. You will have 45 minutes to finish. If you finish early, please (remain seated quietly until the time is up) (bring me your test booklet and answer sheet and leave the room if you wish). You may begin now."

TESTING TIME

While 45 minutes should be adequate time for almost all examinees to complete the test, slow readers may be given some extra time. The test is not strictly timed: the time limit is a matter of convenience. More than an hour should not usually be permitted, however, since this suggests that the examinees' reading level may not be adequate for the test.

SCORING

Total score is simply the number of correct responses to the test. The raw score may then be coverted to a percentile score using the norms table in the Appendix.

"Guess score" for the test is 22, but the items are relatively easy and scores average about 60, concentrated toward the upper end of the scale. Individuals scoring 68 or better may not require pre-employment training.

If an individual scores below 40, this suggests strongly that his/her testing may not have been valid, perhaps owing to carelessness, error, or insufficient reading level. Some exploration of the problem with the individual may be helpful in such a case.

APPENDIX

NORMS TABLE FOR YPWMCT BASED ON 350 ENROLLEES IN NEW YORK CITY PRE-EMPLOYMENT PROGRAMS, 1986-87

PERCENTILE	RAW SCORES
99	72
95	70
90	68
85	67
80	66
75	65
70	64
60	62
50	60
40	58
30	54
25	53
20	51
15	46
10	42
5	37
1	28

NEW YORK CITY DEPARTMENT OF EMPLOYMENT
YOUTH WORK MATURITY/PRE-EMPLOYMENT COMPETENCIES PRE-TEST QUESTIONS

Instructions: Read each item and write the letter for the correct answer on the answer sheet. Please do not make any marks in this test booklet.

COMPETENCY 1

ASSESS OCCUPATIONAL INTERESTS AND APTITUDES AND SET OCCUPATIONAL GOALS.

1. An interest is:

   A. A skill.
   B. Something you have to do.
   C. Something you like to do.
   D. A job.

2. An aptitude is:

   A. The way you feel.
   B. The way you speak.
   C. An opinion.
   D. An ability.

3. John wants to get his G.E.D. by the end of June. This is an example of:

   A. An aptitude.
   B. An occupational interest.
   C. A goal.
   D. A skill.

4. Which of the following is true about interests?

   A. Interests are always changing so they are not important.
   B. Interests are the same as how well you can do something.
   C. They can help you choose the right job for you.
   D. They refer to hobbies and not to the world of work.

5. Which of the following are sources of occupational information?

   A. Family and friends
   B. State Employment Office
   C. Dictionary of Occupational Titles
   D. All of the above

6. Typing, filing, and word processing belong to which of the following occupational interest areas?

   A. Recreation
   B. Mechanical
   C. Clerical
   D. None of the above

7. If you know what skills you have and what you like to do, you will be able to:

   A. Get the money you need for college.
   B. Finish your homework faster.
   C. Choose the right job for you.
   D. Get better grades.

8. Your occupational plan should include:

   A. Your job goal.
   B. The training needed to achieve your job goal.
   C. A timetable for reaching your job goal.
   D. All of the above.

9. An occupational plan is a good tool for gaining employment that is satisfactory to you.

   A. True
   B. False

COMPETENCY 2

IDENTIFY PERSONAL STRENGTHS, WEAKNESSES, AND BARRIERS TO SUCCESSFUL EMPLOYMENT.

10. A personal strength is:

- A. A personal characteristic or ability in which one excels; a quality desired by an employer.
- B. A quality desired by an employer but not possessed by an applicant.
- C. A thought.
- D. How much weight a person can lift.

11. A problem that prevents you from looking for or getting and keeping a job is called:

- A. A failing.
- B. A weakness.
- C. An ability.
- D. A barrier to employment.

Judy is very bright, always punctual, and completes her assignments on time. She applied for a job as a secretary in ABC Company. The job requires a typing speed of 55 words per minute.

12. Which of the following would most likely prevent Judy from getting the job as a secretary?

- A. She forgot to bring her Social Security card to the interview.
- B. She takes shorthand at 90 wpm.
- C. Her typing speed is 30 wpm.
- D. She doesn't like public speaking.

13. A personal weakness is barrier to employment if it:

- A. Helps you get and keep a job.
- B. Prevents you from looking for or getting and keeping a job.
- C. Makes you look good to an employer.
- D. Interferes with your hobbies.

14. All of the following can prevent a person from looking for or getting and keeping a job except:

- A. Not having a high school diploma or college degree.
- B. Health problems.
- C. Not having a good way of getting back and forth to work.
- D. Having the skills that employers want.

15. Your supervisor had to correct you. You are unhappy. Unhappiness is an example of:

A. An attitude.
B. A feeling.
C. A behavior.
D. A skill.

16. Which of the following are considered to be negative behavior on the job?

A. Not following the rules
B. Cursing
C. Not completing assignments on time
D. All of the above

17. Your supervisor seldom asks you to work late but today she asks you work overtime to finish a very important rush job, it is wise to:

A. Tell your supervisor off.
B. Ask your supervisor to find someone else to work late.
C. Remind your supervisor of your work shift.
D. Agree to work late because it doesn't happen often and your supervisor needs help.

18. Your supervisor criticizes your work in front of others. The best thing to do is:

A. Quit your job.
B. Complain to your supervisor's boss.
C. Tell off your supervisor.
D. Speak to your supervisor in private.

19. In solving a problem, you determine what the problem is, list all the possible choices for solving it, evaluate each choice, decide which choice is best, carry out the choice, and evaluate the results. The problem solving steps are carried out in this order.

A. True
B. False

COMPETENCY 3

COMMUNICATE EFFECTIVELY WITH EMPLOYERS, INSTRUCTORS, AND CO-WORKERS.

20. Nodding your head is an example of:

    A. Verbal communication.
    B. Nonverbal communication.

21. Chatting with a friend over the telephone is an example of:

    A. Verbal communication.
    B. Nonverbal communication.

22. You have observed Ilena receiving instructions from her supervisor. Which of the following statements shows that Ilena was not listening carefully?

    A. Ilena maintained eye-contact with her supervisor.
    B. Ilena could not summarize the key points of the instructions.
    C. Ilena was nodding her head as her supervisor spoke.
    D. All of the above.

23. Which of the following would a person who is not listening carefully probably do?

    A. Talk while someone is speaking to him.
    B. Maintain eye contact with the speaker.
    C. Sit up straight in his chair.
    D. Write down the key points the speaker is saying.

24. To send a clear message, you would:

    A. Speak clearly.
    B. Use words the receiver will understand.
    C. Speak loudly enough for the receiver to hear you.
    D. All the above.

25. Maintaining an upright and confident body posture when speaking is necessary for effective communication.

A. True
B. False

26. To show people you are smart, you should use difficult words.

A. True
B. False

27. Your teacher gave homework assignments the previous week when you were sick and absent from school. Three days after the assignments were due, the teacher asks you for your assignments. What would you do?

A. Tell her you don't know what she is talking about.
B. Tell her you were sick most of the time and couldn't do it.
C. Explain that you were absent because of illness when she made the assignments but you are working on them and you will definitely turn in the assignments at the next class meeting.
D. Explain that the work is very difficult and you don't know how to do it.

28. You share an office with a co-worker who talks alot. This greatly distracts you from doing your work. The best thing to do is:

A. Tell him to shut up and stop disturbing you.
B. Complain to your supervisor about this co-worker.
C. First discuss this problem calmly with the co-worker because he may not be aware he is distracting you from doing your work.
D. Tell other co-workers not to talk to this person.

29. When you disagree with a person, the best way to deal with it is to:

A. Fight about it.
B. Forget about it.
C. Stay calm and try to solve the problem through discussion.
D. Wait for a chance to tell the person "I told you so."

30. Feedback in a work situation means that a supervisor tells you how well you are doing your work. The purpose of feedback is to:

A. Give the supervisor and employee a chance to become friends.
B. Help you improve your work performance and grow on the job.
C. Punish you when you don't do well.
D. Make you feel good, even when you make mistakes.

31. The term, feedback, means:

A. Evaluation information about performance.
B. Information about how a person's behavior affects others.
C. Information to help a person perform better on the job.
D. All of the above.

COMPETENCY 4

EFFECTIVELY SEARCH FOR A JOB

32. Which of the following resources will be least helpful in locating job openings:

    A. Private employment agencies.
    B. Social Security Office
    C. State Job Service.
    D. Local newspapers.

33. When you are looking for a job, it is wise to:

    A. Talk to your friends and relatives because they may know of some job openings.
    B. Read the employment sections of your local newspapers.
    C. Check through bulletin boards for job advertisements.
    D. Do all the things listed above.

34. The major advantage in using a state Job Service or a City Employment Center in getting a job is that you:

    A. Don't have to pay a fee and you receive job counseling, skills testing, and job listings.
    B. The employer pays for the service.
    C. There are no crowds or waiting lines.
    D. All of the above.

35. Which of the following is a major disadvantage in using a private employment agency to find a job?

    A. They have job listings for unskilled people.
    B. They often charge you expensive fees for their services.
    C. They provide job training.
    D. They prepare you for interviews.

36. The Situations Wanted Section of the classified ads is for ads about:

    A. People who want to sell something.
    B. People who want to buy something.
    C. Workers looking for work.
    D. People who want to travel.

37. The term, networking, means:

    A. Advertising for job openings.
    B. Tells what, why, and how a worker does what he or she does.
    C. Lists the requirements needed to get a job.
    D. Using individuals and organizations to help you locate job openings.

38. In which section of the newspaper are job openings often advertised?

    A. Classified Ads
    B. Real Estate
    C. Front Page
    D. Financial Information

39. In a newspaper help wanted ad. "Dr. Lic. Pref." means:

A. You must own a car.
B. You must have a doctor's license.
C. The employer prefers someone who has a driver's license.
D. All of the above.

The following questions will be based on the job ad below. Read the ad carefully and write the letter for the correct answer on the answer sheet.

CLERICAL

NO EXPERIENCE NECESSARY

Looking for a trainee spot that offers diversity and the chance to learn? If so, Empire Mutual, a dynamically growing insurance company, is looking for you.

Working in our Financial Services Department, you'll handle light typing, filing and a diversity of other duties. All that we require are a HS diploma, good figure aptitude and ability to do some typing. At Empire Mutual, you'll enjoy excellent benefits and working conditions, plus a location convenient to all transportation. For consideration,

APPLY IN PERSON
Between 9AM - 12 Noon

EMPIRE MUTUAL INSURANCE GROUP

125 Fifth Avenue, NY,NY 10011
An equal opportunity employer M/F

40. According to the ad, how much experience would you need for this job?

A. No experience
B. At least one to two years
C. Less than a year
D. At least five years experience

41. According to the ad, to qualify for this job you must have at least:

A. Two years of college.
B. A high school diploma.
C. A secretarial diploma.
D. A financial services diploma.

42. According to the ad, what would you do to apply for this job?

A. Go to the company yourself between 9AM and noon and apply for the job.
B. Call the employer and apply on the phone.
C. Send the employer a copy of your resume and wait until you are called.
D. All of the above.

43. If you know what skills you have and the types of jobs you would enjoy doing, you can:

A. Set a job goal for yourself.
B. Move up faster on the job.
C. Get into college easily.
D. Finish high school.

44. A Career Plan is:

A. A sequential order of tasks that leads to the attainment of a career goal.
B. An interest test.
C. A chart of career clusters.
D. How to move up and make alot of money.

45. A friend told you about a job opening in the company where she works. You know the names of the company, the personnel interviewer, and the available position. You decided to telephone for more information. When you call the personnel office you:

A. Ask for the personnel interviewer by name.
B. Identify yourself by name.
C. Tell the interviewer you understand that a specific job is available and you would like to apply for it.
D. All of the above.

COMPETENCY 5

SKILLFULLY APPLY FOR A JOB.

46. An employer doesn't care about your attitude, he only cares about what you can produce.

    A. True
    B. False

47. You should arrive 15 minutes early for a job interview.

    A. True
    B. False

48. You have a job interview at 10:00AM and you arrive at the office at 9:45AM. You would:

    A. Wait outside the premises until it is 10:00AM.
    B. Go inside the office, announce your presence to the receptionist, and wait.
    C. Apologize to the interviewer for being early.
    D. Go and have a cup of coffee.

49. During a job interview it is best to:

    A. Show how relaxed and friendly you can be by cracking jokes.
    B. Answer only the questions you think are related to the job.
    C. Provide all information requested and maintain eye contact with your interviewer.
    D. Talk alot and tell the interviewer everything about your life.

50. After an interview, you would thank the interviewer for seeing you:

    A. Only if you have been assured of the job.
    B. Only if you feel he has been very helpful.
    C. Only if you personally like the interviewer.
    D. Always, no matter what you think the decision on the interview may be.

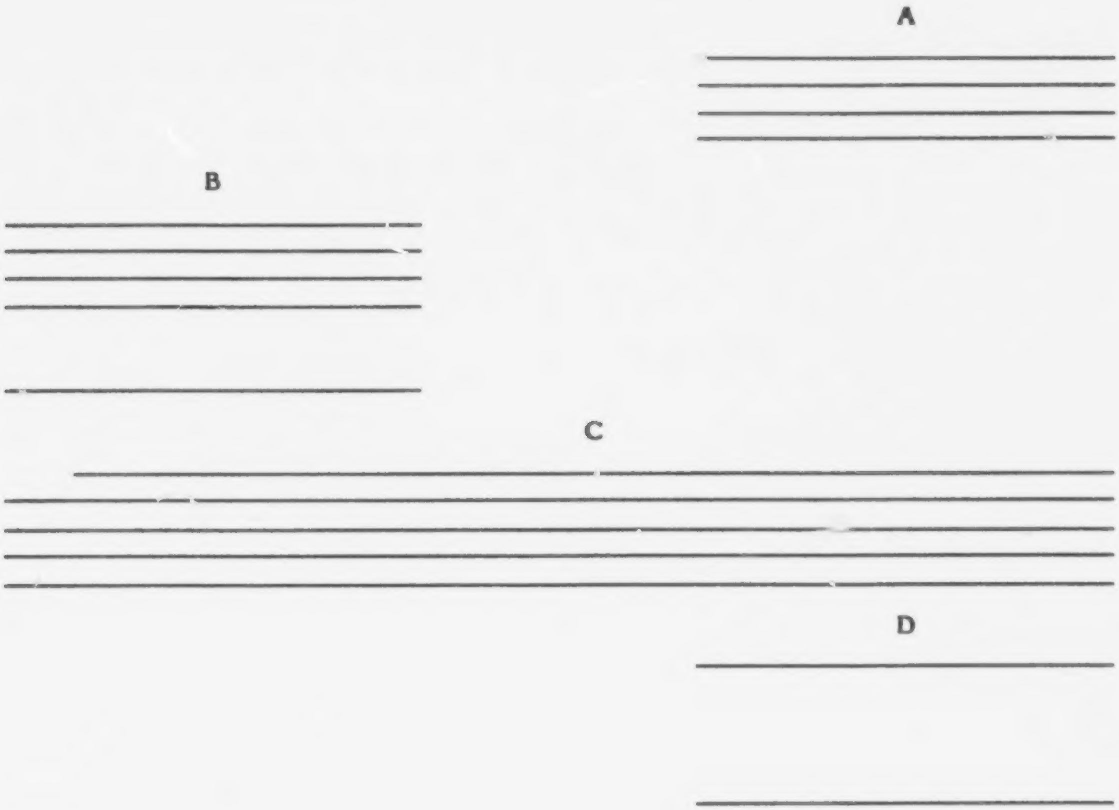
51. A resume is a catalog of what you have to offer an employer for a particular job. It should contain name, address, phone number, education, experience plus:

    A. Occupational goal.
    B. Grades and references.
    C. Sex and references.
    D. Age, race, and references.

52. Which of the following would be best to give as a reference:

    A. Your high school principal.
    B. Your mother.
    C. Your friend.
    D. Your building superintendent.

Match the lettered sections of the sketch of a cover letter with the questions below. Write the letter for each answer on the answer sheet.



53. In the cover letter, Section C should include:

A. Why you haven't gotten a job.
B. The company's address.
C. The date you are writing the letter.
D. Why you are writing the letter.

54. The writer's address and the date are found in which section of the letter?

A.
B.
C.
D.

Study the job application form below, then write the letters for the correct answers to questions 55, 56, and 57 on the answere sheet.

ABC COMPANY JOB APPLICATION FORM

EMPLOYMENT HISTORY

List present or most recent employment first, include part-time and summer jobs.

Date, Month, and Year	Name and Address of Employer	Salary	Position	Reason For Leaving
FROM ______ TO	1			
FROM ______ TO	2			
FROM ______ TO	3			
FROM ______ TO	4			

EDUCATION

List Schools Attended.

Level	Name and Location of School	Years Attended	Date Grad.	Subjects Studied
Grammar School	A			
High School	B			
College	C			
Graduate School	D			

55. If you were completing the job application form, where would you list your present employment?

A. Space 1
B. Space 2
C. Space 3
D. Space 4

56. If have had only two jobs, what would be correct to put in spaces 3 and 4?

A. Other jobs you have applied for.
B. Fake employment information.
C. N/A in both spaces.
D. A written explanation of why you haven't been able to find more jobs.

57. If you have recently received your G.E.D., where on the application form would you put this information ?

A. A
B. B
C. C
D. D

58. To perform well, most people need a good night's rest before a test.

A. True
B. False

COMPETENCY 6

EXHIBIT APPROPRIATE WORK/WORK RELATED BEHAVIOR.

59. Getting along with your co-workers is important because:

    A. Workers depend on one another to get a job done.
    B. You want to be friends outside of work.
    C. You want people to keep you company at lunch.
    D. It's good to have someone to talk to during breaks.

60. If you finish your work by noon and your boss does not give you more work to do, which of the following would please your boss?

    A. Relax because tomorrow is another day.
    B. Try to look busy so your boss won't know that you have nothing to do.
    C. Ask your boss for something else to do or help someone else with their work.
    D. Tell the boss you have finished and you are leaving for the day.

61. Anthony never meets deadlines. He feels that the boss should not care about deadlines as long as the work gets done. Anthony is the type of employee that employers like to have around.

    A. True
    B. False

62. Employers value all of the following qualities in employees except:

    A. You organize your personal life so that it does not interfere with your work.
    B. You ask your supervisor any questions necessary to do your assignments properly.
    C. If you make a serious mistake, you do not tell your supervisor so that it can be corrected.
    D. If you find you can't complete an assignment in the time allowed, you tell your supervisor as soon as you realize it. You don't wait until the last minute.

63. All of the following can cause you to lose your job except:

    A. Disrespecting your supervisor.
    B. Making mistakes and covering them up, without telling the supervisor.
    C. Never meeting deadlines.
    D. Cooperating with your supervisor and co-workers.

64. Your boss probably won't care whether or not you are neat and clean as long as you do your work.

    A. True
    B. False

65. Businessmen are usually not required to wear a suit and tie.

A. True
B. False

66. If you are not dressed appropriately, you will probably pass a job interview.

A. True
B. False

67. When you go on a job interview, it is wise to:

A. Wear the uniform you would wear to work.
B. Dress neatly and be well groomed.
C. Put on anything that is handy.
D. Wear the fanciest clothes you have.

68. All of the following are examples of observing rules and regulations except:

A. Leaving when your work done.
B. Obeying supervisors' instructions.
C. Being polite to other employees.
D. Being careful with company property.

69. If you know that you will be absent from work, you should always let your supervisor know ahead of time.

A. True
B. False

70. The following are legitimate excuses for being absent from work except:

A. Court appearance.
B. Medical emergency.
C. One of your parents died.
D. Your alarm clock didn't work.

71. If you know that you will be very late, you should:

A. Call to see if your supervisor is at work and hang up if he answers.
B. Get to work as quickly as you can and try to get in without your supervisor seeing you.
C. Call your supervisor to let him know that you will be coming to work late.
D. Have someone call your supervisor to tell him that you had transportation problems on your way to work, but should be arriving soon.

72. You take the 7:45 AM train each day to arrive at work at 9:00 AM. You have been late five times in the last two weeks. What should you do?

A. Continue to take the 7:45 AM train, since it should get you to work on time if it runs right.
B. Tell your supervisor that train delays are making you late.
C. Take the 7:30 AM or an earlier train so that you will be sure to be on time.
D. Don't worry about it, others are late too.

73. A state of mind that will cause you to respond in a certain way to given situation is:

A. A feeling.
B. An attitude.
C. A behavior.
D. An interest.

74. A smile is an example of:

A. Verbal communication.
B. Nonverbal communication.

75. It is okay to arrive ten minutes late for an employment test because you can start immediately.

A. True
B. False

NEW YORK CITY DEPARTMENT OF EMPLOYMENT
YOUTH WORK MATURITY/PRE-EMPLOYMENT COMPETENCIES

PARTICIPANT PRE-TEST ANSWER SHEET

PARTICIPANT NAME:______________________________ SOCIAL SECURITY #:_________

ENROLLMENT DATE:______________________________ TEST DATE:_________________

OVERALL SCORE:_____ OVERALL RATING:___________ (100%-90%) SKILLS SATIS.:____________ (89% - 0%) NEEDS TRAINING

INSTRUCTOR SIGNATURE:____

1. _____
2. _____
3. _____
4. _____
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66. _____
67. _____
68. _____
69. _____
70. _____
71. _____
72. _____
73. _____
74. _____
75. _____

NEW YORK CITY DEPARTMENT OF EMPLOYMENT
YOUTH WORK MATURITY/PRE-EMPLOYMENT COMPETENCIES

PRE-TEST ANSWER KEY

VALUE OF EACH QUESTION = 1.333

COMPETENCY 1

1.	C
2.	D
3.	C
4.	C
5.	D
6.	C
7.	C
8.	D
9.	A

COMPETENCY 2

10.	A
11.	D
12.	C
13.	B
14.	D
15.	B
16.	D
17.	D
18.	D
19.	A

COMPETENCY 3

20.	B
21.	A
22.	B
23.	A
24.	D
25.	A
26.	B
27.	C
28.	C
29.	C
30.	B
31.	D

COMPETENCY 4

32.	B
33.	D
34.	A
35.	B
36.	C
37.	D
38.	A
39.	C
40.	A
41.	B
42.	A
43.	A
44.	A
45.	D

COMPETENCY 5

46.	B
47.	A
48.	B
49.	C
50.	D
51.	A
52.	A
53.	D
54.	A
55.	A
56.	C
57.	B
58.	A

COMPETENCY 6

59.	A
60.	C
61.	B
62.	C
63.	D
64.	B
65.	B
66.	B
67.	B
68.	A
69.	A
70.	D
71.	C
72.	C
73.	B
74.	B
75.	B

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL for YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

*** Working Copy ***

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

PRE-EMPLOYMENT AND WORK MATURITY CHECKLISTS

The pre-employment and work maturity checklists are based on the LA PIC recognized competencies. The checklists were written by a team of employability specialists. Interrater reliability studies are being conducted on the checklists with the objective of obtaining an 80% agreement on each question of each checklist. It is important that staff persons responsible for using the checklists during intake be trained to use the checklists if they are to be used in a consistent manner. Clarifications for individual questions have been printed on the reverse side of the checklists where it was determined necessary to be more explicit. The checklists have been designed for use under JTPA in order to determine competence (or document deficiency), diagnose, and certify competence.

An *ECS Assessment Checklist* has been designed to be used in conjunction with an EEDP (Education/Employability Development Plan). This document will help you monitor a participant's assessment during the program and keep track of the necessary documentation.

12 pages

CITY OF L.A. ASSESSMENT CHECKLIST
JTPA Participants

2/27/89

Participant's Name____________________

Date____________________

Counselor____________________

	Participant meets minimum Competency Attainment Level		Date Certified
A. BASIC SKILLS		Reading/Math for Employability Scores	
ECS Appraisal Reading Score______	Yes ☐ No ☐	Pre-test_______Post-test_______	
ECS Appraisal Math Score ______	Yes ☐ No ☐	Pre-test_______Post-test_______	
B. PRE-EMPLOYMENT			
L.A. 1.1 Making Career Decisions * (attachment A) *(used during intake)*	Yes ☐ No ☐	Interest/Aptitude Test Name ________________	
L.A. 1.2 Development of a Career Plan (attachment A) *(used during intake)*	Yes ☐ No ☐	Complete EEDP	
L.A. 1.3 Using Labor Market Information * (attachment A) *(used during intake)*	Yes ☐ No ☐	Post-test - Job Search Checklist (attachment B)	
L.A. 1.4 Budget and Money Management (attachment C) *(used during intake)*	Yes ☐ No ☐	Post-test (attachment C)	
L.A. 1.5 Preparing Resumé Package * (attachment D & E) *(used after intake)*	Yes ☐ No ☐		
L.A. 1.6 Filling out Applications * (attachment F) *(used after intake)*	Yes ☐ No ☐		
L.A. 1.7 Interviewing * (attachment G) *(used after intake)*	Yes ☐ No ☐		
WORK MATURITY			
Work Maturity Checklist (attachment H) *(used during intake)*	Yes ☐ No ☐	Post-test (attachment I)	
L.A. 2.1 Demonstrating Positive Attitudes/Behaviors *		2.1 Yes ☐ No ☐	
L.A. 2.2 Presenting Appropriate Appearance *		2.2 Yes ☐ No ☐	
L.A. 2.3 Maintain Regular Attendance *		2.3 Yes ☐ No ☐	
L.A. 2.4 Being Consistently Punctual *		2.4 Yes ☐ No ☐	
L.A. 2.5 Relationship with other Workers/Peers *		2.5 Yes ☐ No ☐	
L.A. 2.6 Relationship with Supervisors/Authority *		2.6 Yes ☐ No ☐	
L.A. 2.7 Completing Tasks Effectively *		2.7 Yes ☐ No ☐	
C. JOB SPECIFIC			
Job Training/Experience Checklist (attachment J)	Yes ☐ No ☐		

* The Department of Labor requires assessment for the starred competency areas. Enrollment in this program requires demonstrated deficiency in 5 of these items.

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Intake Checklist

Participant's Name______________________________

Date____________________________________

Staff Person's Name____________________________

During a participant's intake interview, ask the following questions.
SCORING: If the participant clearly and fully answers the question, check **YES**.
If the participant can not answer the question or does not specifically answer , check **NO** and do not continue to the next question and check **NO** for the remaining questions.

1. What kind of job would you like to be doing? * Yes ☐ No ☐
2. What are the characteristics of this job that interest you? * Yes ☐ No ☐
3. What kind of education/training and/or work experience do you need to qualify for this job? * Yes ☐ No ☐
4. What is your plan to match your interests to the necessary education/training and work experience for the job you have chosen? * Yes ☐ No ☐
5. How have you identified possible job opportunities in your community? * Yes ☐ No ☐
6. Name some organizations/companies in your community where the job you'd like may be found. * Yes ☐ No ☐
7. Which potential employers have you contacted either by phone or in person to arrange job interviews? Yes ☐ No ☐

* See the reverse side for clarifications.

Meets ***Making Career Decisions*** Requirements for Certification by satisfactorily answering questions #1 and 2.	Yes ☐ No ☐
Meets ***Development of a Career Plan*** Requirements for Certification by satisfactorily answering questions #3 and 4.	Yes ☐ No ☐
Meets ***Using Labor Market Information*** Requirements for Certification by satisfactorily answering questions # 5 - 7.	Yes ☐ No ☐

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JOB SEARCH CHECKLIST

Participant's Name____________________________

Date____________________________

Staff Person's Name____________________________

	Post-Test	Date Certified
1. Has a realistic job search plan been developed which incorporates current local labor market trends?	Yes ☐ No ☐	__________
2. Have sources of information about job opportunities been identified and used?	Yes ☐ No ☐	__________
3. Have legal documents needed for employment been obtained?	Yes ☐ No ☐	__________
4. Has a personal data sheet been completed in preparation to fill out applications and completing a resumé?	Yes ☐ No ☐	__________
5. Have telephone resources been used to contact potential employers?	Yes ☐ No ☐	__________
6. Have potential employers been contacted to request job information and job application procedures?	Yes ☐ No ☐	__________

Meets *Using Labor Market Information* Requirements for Certification by satisfactorily answering questions #1-6.

☐ YES ☐ NO

Date __________

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B

BUDGET & MONEY MANAGEMENT PRE-TEST

Participant's Name______________________________

Date____

1. List two reasons why it is important to budget your money?

____

____

2. Have you ever prepared a budget? Yes ☐ No ☐
3. Have you ever set up a checking account at a bank? Yes ☐ No ☐
4. Have you ever set up a savings account at a bank? Yes ☐ No ☐
5. List two employee benefits:

__________________________ __________________________

6. Where would you file for unemployment insurance?

____

7. When is an employee eligible for worker's compensation?

____

8. What is disability insurance?

____

STATEMENT
OF EARNINGS
AND DEDUCTIONS

PP BEGIN 04/18/__ CHECK DT. SERIAL NO.
PP END 05/01/__ 05/12/__

DEPT.	EMPLOYEE NUMBER	SOC. SEC. NO.	EMPLOYEE NAME	YTD GROSS	CURRENT GR.	NET PAY
				6318 17	845 10	701 8 4

HRS/UNITS	RATE	DESCRIPTION	CURRENT	YEAR-TO-DATE	DESCRIPTION	CURRENT	TO DATE	DESCRIPTION	CURRENT	TO DATE
30 00	28 1 7	REGULAR	845 1 0	6318 1 7	FED TAX	111 42	662 26			
					ST TAX	17 09	65 8 9			
					MED TAX3	12 25	38 4 8			
					VOL DUE1	2 5 0	22 5 0			
		VACATION	.00		SICK	.00				

9. Using the display above, list two paycheck deductions:____________________

____

10. Using the display above, what is the gross salary? ____________________
11. Using the display above, what is the net pay? ________________________

Meets ***"Budget & Money Management"*** Requirements for Certification by satisfactorily answering 9 questions. ☐ YES ☐ NO

Scored by: ______________________________ Date __________

C

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212

RESUMÉ CHECKLIST

Participant's Name____________________________

Pre-Test ☐ Post-Test ☐ Date____________

Staff Person's Name__________________________

			Date Certified
Is the resume typed, neat and orderly? *	(1) Yes ☐	No ☐	__________
Is the resume presented in an organized format? *	(2) Yes ☐	No ☐	__________
Is the resume generally free of spelling, grammatical and/or typographical errors? *	(3) Yes ☐	No ☐	__________
Does the applicant highlight his skills and strengths? *	(4) Yes ☐	No ☐	__________
Is the following information included on the resumé?			
Name, address, telephone or message number	(5) Yes ☐	No ☐	__________
Position sought *	(6) Yes ☐	No ☐	__________
Work and/or volunteer history *	(7) Yes ☐	No ☐	__________
Duties/skills and/or accomplishments *	(8) Yes ☐	No ☐	__________
Education/training	(9) Yes ☐	No ☐	__________
References *	(10) Yes ☐	No ☐	__________

*See reverse side for clarifications

Number of "YES" Checks __________

Minimum Competency Attainment Level __10__ (100%)
(100% mastery is recommended to conform to employer.)

Meets *"Preparing Resumés"* Requirements for Certification ☐ YES ☐ NO

Date __________

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D

COVER LETTER CHECKLIST

Participant's Name_______________________________

Pre-Test ☐ Post-Test ☐ Date_______________

Staff Person's Name_______________________________

				Date Certified
Does it have a business letter format? *	(1)	Yes ☐	No ☐	__________
Does the letter contain:				
An opening statement expressing the purpose of writing?	(2)	Yes ☐	No ☐	__________
A statement including one or more of the following? – job skills – job experience – education/training	(3)	Yes ☐	No ☐	__________
A statement of interest in a specific job or company?	(4)	Yes ☐	No ☐	__________
A statement indicating a procedure? *	(5)	Yes ☐	No ☐	__________
Is the letter:				
Neat? *	(6)	Yes ☐	No ☐	__________
Free of spelling and capitalization errors? *	(7)	Yes ☐	No ☐	__________
Free of punctuation and grammatical errors? *	(8)	Yes ☐	No ☐	__________
Well Organized? *	(9)	Yes ☐	No ☐	__________
Is the letter signed?	(10)	Yes ☐	No ☐	__________

* See reverse side for clarifications

Number of "YES" Checks __________

Minimum Competency Attainment Level ___8___ (80%)
(out of 10 possible)

Meets Requirements for Certification ☐YES ☐NO

Date __________

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E

APPLICATION CHECKLIST

Participant's Name ____________________

Pre-Test ☐ Post-Test ☐ Date ____________

Staff Person's Name ____________________

				Date Certified
1.	Is the entire application printed in ink or typed?	Yes ☐	No ☐	________
2.	Is it neat? *	Yes ☐	No ☐	________
3.	Are all lines/sections completed? *	Yes ☐	No ☐	________
4.	Is the information put in the correct places? *	Yes ☐	No ☐	________
5.	Is a telephone, message number, or address provided?	Yes ☐	No ☐	________
6.	Is work experience listed in specified order? *	Yes ☐	No ☐	________
7.	Is education/training experience listed in specified order? *	Yes ☐	No ☐	________
8.	Are all requested references listed? *	Yes ☐	No ☐	________
9.	Are all words spelled or abbreviated correctly? *	Yes ☐	No ☐	________

* See reverse side for clarifications

Number of "YES" Checks ________

Minimum Competency Attainment Level 7 (78%)
(out of 9 possible)

Meets *"Filling Out Applications"* Requirements for Certification ☐ **YES** ☐ **NO**

Date ________

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F

INTERVIEW CHECKLIST

Participant's Name____________________

Pre-Test ☐ Post-Test ☐ Date__________

Staff Person's Name____________________

The participant:

			COMMENTS	Date Certified
1.	Is on time for the interview?	Yes ☐ No ☐		
2.	Is appropriately dressed and well-groomed? *	Yes ☐ No ☐		
3.	Provides documents as requested?	Yes ☐ No ☐		
4.	Expresses self clearly?	Yes ☐ No ☐		
5.	Provides complete, appropriate answers to all questions? *	Yes ☐ No ☐		
6.	States relevant qualifications? *	Yes ☐ No ☐		
7.	Asks appropriate and relevant questions? *	Yes ☐ No ☐		
8.	Has a positive attitude? *	Yes ☐ No ☐		
9.	Demonstrates appropriate body language? *	Yes ☐ No ☐		

* See reverse side for clarifications

Number of "YES" Checks __________

Minimum Competency Attainment Level __7__ (78%)
(out of 9 possible)

Meets *Interviewing* Requirements for Certification ☐ YES ☐ NO

Date __________

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G

CITY OF LOS ANGELES
WORK MATURITY PRE-ASSESSMENT CHECKLIST

Participant's Name______________________________

Date____________________ S.S.#______________

Counselor______________________________

A minimum level of deficiency must be established for a youth to be considered in need of work maturity training. Comments are necessary to explain and verify the assessment. There must be clear proof and documentation provided for each question below.

1. Has the participant worked full time in unsubsidized employment for at least 90 consecutive days with one employer? (verified by material in client records) Yes ☐ No ☐
   Comments: ____

   (If the answer to this question is "NO", do not continue and check "NO" in the certification box at the bottom. If the answer is "YES", continue to question #2.)

2. Has the participant provided a written recommendation from a previous employer? (verified by written materials) Yes ☐ No ☐
   Comments:____

   (If the answer to this question is "YES", do not continue. The youth is not in need of assistance in the areas of work maturity. Check "YES" in the certification box at the bottom. If the answer is "NO", continue to question #3.)

3. Has the participant ever been fired? (verified by spot check) Yes ☐ No ☐
   Comments:____

   (If the answer to this question is "YES", the youth is in need of work maturity. Check "NO" in the certification box at the bottom. If the answer is "NO", work maturity assistance is not necessary, check "YES" in the certification box at the bottom.)

Meets *Work Maturity* Requirements for Certification Yes ☐ No ☐

Date ____________

This report has been discussed with me and I vertify its accuracy.

____
Participant's Signature Date

H

CITY OF LOS ANGELES
WORK MATURITY CHECKLIST

Participant's Name______________________________

Date______________________ S.S.#______________

Counselor______________________________________

As supervisor, you can provide valuable information regarding this person's job readiness. Please fill out this form for the employee listed above.

2.1 DEMONSTRATES POSITIVE ATTITUDES/BEHAVIORS

Shows confidence and uses initiative in learning new things on the job.

1. ______ Never takes the initiative; reluctant to learn new tasks
2. ______ Sometimes takes the initiative in a group of co-workers
3. ______ Generates enthusiasm to motivate others; willing to learn new tasks
4. ______ Provides direction for others and often sets examples; confident

COMMENTS: ____

____

2.2 PERSONAL APPEARANCE

The cleanliness and appropriateness of dress for the job.

1. ______ Often inappropriately dressed; poorly groomed
2. ______ Sometimes careless about personal hygiene and dress
3. ______ Careful about appearance
4. ______ Always well-groomed

COMMENTS: ____

____

2.3 MAINTAINING REGULAR ATTENDANCE

Consistency in coming to work.

1. ______ Often absent without good reason (below 75% attendance)
2. ______ Lax in attendance (76-89% attendance)
3. ______ Complies with employer expectation (90-99% attendance)
4. ______ 100% attendance

COMMENTS: ____

____

2.4 BEING CONSISTENTLY PUNCTUAL

1. ______ Often late without good reason (below 75% punctuality)
2. ______ Lax in punctuality (76-89% punctuality)
3. ______ Complies with employer expectation (90-99% punctuality)
4. ______ 100% punctuality; always on time

COMMENTS: ____

____

2.5 RELATIONSHIP WITH OTHER WORKERS/PEERS

The polite, respectful and considerate attention one gives to co-workers on the job.

1. ______ Often blunt and rude
2. ______ Sometimes discourteous
3. ______ Well-mannered; resolves differences effectively
4. ______ Polite and always willing to help others

COMMENTS:____

____

2.6 RELATIONSHIP WITH SUPERVISOR/AUTHORITY

Willingness to learn from one's supervisor and respect chain of command.

1. ______ Rejects any criticism
2. ______ Sometimes responds to opinions offered by supervisor and/or peers
3. ______ Eager to know what supervisor thinks; tries to improve as a result
4. ______ Appreciates critical review of work

COMMENTS:____

____

2.7 COMPLETING TASKS EFFECTIVELY

THOROUGHNESS AND PRODUCTIVITY

The ability and willingness to complete a project with close attention to detail and directions.

1. ______ Only partially completes job
2. ______ Sometimes careless, does the minimum to "get by"
3. ______ Usually completes tasks assigned
4. ______ Job always accomplished accurately

TOOL USE/EQUIPMENT OPERATION

The safe and careful use, treatment and maintenance of tools, equipment, and machines.

1. ______ Abusive and destructive
2. ______ Lax in care and maintenance responsibilities
3. ______ Careful, safe and considerate with tools and equipment
4. ______ Always demonstrates effective property management

COMMENTS:____

____

For Official Use Only

Meets Requirements for Certification

Date ____________ Yes ☐ No ☐

____
Supervisor's Signature

____
Position

____
Date

I

JOB TRAINING/EXPERIENCE CHECKLIST

Date ______________________________

Participant ______________________________

Counselor ______________________________

The participant has had job experience. ☐ Yes ☐ No

Type of job ______________________________

Responsibilities ______________________________

Place of employment ______________________________

Date of employment ______________________________

COMMENTS:

The participant has had job training. ☐ Yes ☐ No

Type of job training ______________________________

Place where training took place ______________________________

Date of training ______________________________

Received Certificate? ☐ Yes ☐ No

COMMENTS:

Meets Requirements for Certification ☐ YES ☐ NO

Date ______________________________

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Pre-Assessment Section

Pre-Employment/Work Maturity
Pre-Tests, Post-Tests,
Instructions for Scoring,
EDP & Job Skills
Assessment

by HTCOG
Waco, Texas

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STUDENT INFORMATION SHEET

Participant's Name ____________________

Date ____________ (Program) ___ Summer ___ School Year

Social Security Number ____________________

Counselor or Staff ____________________

Rater ____________________

Site ____________________

Grade ____________ Age ____________

School ____________

Contract Organization/Program ____________________

Pre-Assessment Verification

I certify that the enclosed Master Pre-Employment/Work Maturity Needs Identification Record (Pre-Documention) is my unbiased assessment of the participant's competency in the specified areas.

____________________ Counselor/Rater Signature ____________ Date

I certify that the Pre-assessment of my Competency in Pre-Employment/Work Maturity Skills was discussed with me.

____________________ Participant's Signature ____________ Date

Post-Assessment Verification

I certify that the enclosed Master Pre-Employment/Work Maturity Needs Identification Record (Post-Documention) is my unbiased assessment of the participant's competency in the specified areas.

____________________ Counselor/Rater Signature ____________ Date

I certify that the Post-assessment of my Competency in Pre-Employment/Work Maturity Skills was discussed with me.

____________________ Participant's Signature ____________ Date

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INSTRUCTIONS

This Assessment package has two purposes. First, it is used to determine if a youth applying for participation in one of the Job Training Act Programs has need for services in Pre-Employment/Work Maturity Skills areas. Secondly, it is used to determine if a participant has gained competency in the eleven areas of Pre-Employment and Work Maturity Skills. The administration of either section of this instrument requires special abilities and training. It is important that procedures be standardized so that each counselor assesses every student the same and that every counselor assesses the same. Fairness in assessment must not be something which prospective participants can point to & question.

Do not attempt to use this instrument if you have not been trained to do so and have had some role-playing experience with the administration of the assessment. This is for your and the students protection.

Read the brief instructions at the top of each of the assessment forms even though you may have extensive experience administering the instrument. You must be able to elicit answers from participants in a way that is non-threatening to them. They must not see this task as just another test which is going to prove how ignorant they are. Begin by telling the student that there are many areas of work which people must attend to if they are to be good, productive workers and be able to earn an income that will support themselves. Let the student know that at their age they may not have had the experience or instruction that leads to knowledge of these areas. Tell them this assessment will give us an idea of what they do and do not know. When we have this information, we will know what areas of instruction we need to provide them with. Continue talking with the student about the assessment while you are getting data from him/her. By the time you are through, the participant will be more comfortable about the assessment and you will obtain more valid data if you attend to standard procedures.

There is no time limit to this assessment. You should, however, not let the student spend a lot of time on one area. Try not to get to far away from the assessment task. Many of these students are very anxious to talk with an adult who seems interested in them and what they want to do. This may lead you into a career counseling session. Remember the purpose of this assessment is not to teach, directly anyway, but to find out what the student does and does not know. I know this is hard for some of you to do but try anyway.

During registration for the Pre-assessment, students are asked if they have every filled out an application for employment, other than a federal program, and if they have ever written a resume. If they have and they do not have a copy of each for us to evaluate, then they will be given an application to complete and a blank sheet of paper to write a resume on. The student will bring these items with them for you to evaluate when you get to the appropriate form. If a student states that s/he has never written a resume or filled out an application, then they automatically are deficient in that competency and no further evaluation is required.

When you have completed all of the assessment forms, you should fill out the Master Pre-Employment/Work Maturity Needs Identification Record (Pre-Documentation) or the Master Pre-Employment/Work Maturity Needs Acquisition Record (Post-Documentation). After you have completed the appropriate form, you should discuss the students performance with him/her. The Participant must sign the Student Data Sheet at the front of the Assessment Booklet noting that you did discuss the outcome of the assessment with him/her. **This is very important. Do not forget to obtain the participant's signature on this form.**

Other forms may be required. If you have any questions ask one of the Assessment Monitors at the site. Do not hesitate to seek assistance if you are in doubt about something. Good luck and "ENJOY".

CAREER DECISION-MAKING

Pre-Assessment

Benchmark: The participant demonstrates ability in career decision-making by obtaining a score of 80% on this career decision-making exercise.

Rater: This involves one-on-one communication with the participant. Please review the questions below and initiate a conversation incorporating the topics below. Then rate the participant on each item.

1 = YES 0 = NO

Items to be rated:

___ 1. Tell me a specific career field or job based on your interests, skills, values, and/or training (if any). ______________________

Career Field

If participant does not identify a specific career field, do not ask items 2-6. Place a 0 in the blanks beside the items.

___ 2. What are two (2) personal values that you feel are related to the job or type of work you are interested in.

____

____

___ 3. What are two (2) personal interests of yours and how do they relate to the type of work you are interested in.

____

____

___ 4. Identify an occupation within your field of interest. ______________________

___ 5. Identify two of the responsibilities and duties of an occupation within the area of your career interests.

____

____

___ 6. Identify two (2) local (surrounding area) employers where you might find work related to your career interest.

______________________ ______________________

Possible Points ___6___
Total Achieved ______
Percentage ______

(6 = 100%, 5 = 83%, 4 = 67%, 3 = 50% 2 = 33%, 1 = 17%)

Competency Attained (80%) YES ______ NO ______

LABOR MARKET INFORMATION

Pre-Assessment

Benchmark: Participant demonstrates capability in using labor market information by attaining a score of 80% on this exercise.

Rater: This involves one-on-one communication with the participant. Please review the items below and initiate a conversation with the participant on the topics below. Then rate the participant on each item.

1 = YES 0 = NO

Items to be rated: (Write any comments or student responses on back).

___ 1. Define any two (2) of the following terms from the world of work (ie. unemployment rate, vocational counseling, Texas Employment Commission, lay-off, classified ads, payroll deductions, labor unions, Social Security card, F.I.C.A., or any other terms or abbreviations used in job ads or job descriptions). (Circle any word(s) student defines)

___ 2. List two (2) sources of job information/openings (ie. Phone book--yellow pages, classified ads, Job Service, employment agencies, personnel departments, etc.).

___ 3. Explain what kind of information can be found in a want-ad and what section of the paper these can be found in (ie. positions available, educational requirements for certain positions, if past experience is required, if applicants must provide their own tools or supplies, if position is part-time/full-time, how to apply for the positions, deadline date for applying for these positions).

___ 4. List and explain two (2) reasons why someone might lose their job (not necessarily fired), (ie. plant closing, lay-offs, fired for insubordination or incompetency).

___ 5. List one (1) service (other than listing job openings) that the State Employment Service provides. (ie. counseling or testing).

___ 6. List two (2) occupations that interest you and what career cluster they fall into.____________________(career) ____________________(cluster)
____________________ ____________________

***If participant does not identify a specific career field, do not ask items 7 - 8. Place a 0 in the blanks beside the items.*

___ 7. List and explain three (3) reasons why the above occupations interest you.

___ 8. List three (3) local (surrounding area) employers who hire people for the occupations you are interested in.

Possible Points ____8____
Total Achieved __________
Percentage __________

(8 = 100%, 7 = 88%, 6 = 75%, 5 = 63%, 4 = 50%, 3 = 38%, 2 = 25%, 1 = 13%)

Competency Attained (80%) YES ________ NO ________

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RESUME RATING FORM

Pre-Assessment

Check the line that is applicable.

___ 1. Participant states that he/she has never prepared a resume before. This means participant is in need of assistance. Self-reporting is sufficient to demonstrate intervention is needed. Deficiency is evident--pre-test not needed. ___

____
Comment

___ 2. Participant states he/she has prepared a resume before. Or brings in a resume they have prepared. Proceed to PART II.

Benchmark: Participant demonstrates capability in the preparation and writing of resumes as shown by attaining a score of 80% on this rating form.

Rater: Score each item and attach the resume/employment brief used to accomplish the rating.

1 = YES 0 = NO

PART II

Indicators:

	Score	Comment
1. Is the resume neatly typed or printed?		
2. Does it contain identifying information?		
3. Is it free of spelling errors?		
4. Is it free of grammatical errors?		
5. Is it clearly & attractively organized?		

Possible Points ____5____
Total Achieved ________
Percentage ________

(5 = 100%, 4 = 80%, 3 = 60%, 2 = 40%, 1 = 20%)

Competency Attained (80%) YES ________ NO ________

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JOB APPLICATION RATING FORM

Pre-Assessment

Check the line that is applicable.

___ 1. Participant states that he/she has never filled out an application before. This means youth is in need of assistance. Self-reporting is sufficient to demonstrate intervention is needed. Deficiency is evident-- pre-test not needed. ______________________________
Comment

___ 2. Participant states he/she has filled out an application before or youth brings in an application they have completed. Proceed to PART II.

Benchmark: Participant demonstrates capability in the preparation and filling out of an application as shown by attaining a score of 80% on this rating form.

Rater: Score each item and attach the resume/employment brief used to accomplish the rating.

1 = YES 0 = NO

PART II

Indicators:

	Score	Comment
1. Is the application is filled out in neat . manner (No cross-outs).		
2. Is the application legible.(If printed by hand, writing can be read. If typed, typing is neat & uniform. If white-out is used, it is neatly applied on paper).		
3. Have all items been completed or filled in with N/A.		
4. Are educational & job history in a specified order (most recent to least recent).		
5. Are all words spelled correctly & appropriate grammar, capitalization, & punctuation used (in reference to spelling, this may be waived if applicant has has dyslexia).		

Possible Points ___5___
Total Achieved ________
Percentage ________

(5 = 100%, 4 = 80%, 3 = 60%, 2 = 40%, 1 = 20%)

Competency Attained (80%) YES ________ NO ________

INTERVIEW RATING FORM
Pre-Assessment

Benchmark: Participant demonstrates capability in interviewing by attaining a score of 80% on this exercise.

Rater: Participant should be scored on how well he/she performs in a simulated interview situation.

1 = YES 0 = NO

Indicators:

___ 1. Was participant well groomed? ______

___ 2. Was participant appropriately dressed? ______

___ 3. Did the participant began the interview with a friendly greeting? ______

___ 4. Did the participant express him/herself clearly? ______

___ 5. Did the participant present a self-confident image? ______

___ 6. Did the participant maintain good eye contact with the interviewer? ______

___ 7. Did the participant appear interested and enthusiastic? ______

___ 8. Did the participant exit the interview in a friendly manner and thank you? ______

Possible Points ___8___
Total Achieved ______
Percentage ______

(8 = 100%. 7 = 88%. 6 = 75%. 5 = 63%. 4 = 50%. 3 = 38%. 2 = 25%. 1 = 13%)

Competency Attained (80%) YES ______ NO ______

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WORK MATURITY REVIEW FORM
Pre-Assessment
Competencies 6 - 11

Section I:

Instructions:

Please answer YES or NO to applicable items. The answer must be NO for two (2) of the three (3) following criteria in order for youth to be considered as a participant in need of assistance in all work maturity competencies (6-11).

**Notes and comments are necessary as an explanation of why specific items were checked. Documentation must be provided for each item checked. Clear proof must exist.

_____ 1. Has the participant held a full time job for at least ninety (90) calendar days. This excludes government funded programs. (Use participant records to verify this, ie. eligibility data). ______________________________

____

____

_____ 2. Has the participant provided a written recommendation from a previous employer. (Verified by observation of events). ______________________________

____

____

_____ 3. Has the participant been fired from at least one job. (Rater can use participant record/eligibility data to verify this). ______________________________

____

_____ **Total Number of NO answers** (If two or more items have been answered no, there is demonstration that youth is in need of assistance in the six work maturity competencies. Section II is not necessary. If one or no item has been answered no, then there is not demonstration that youth is in need of assistance on all six work maturity competencies. **Section II is necessary).**

______ Two items were answered NO--Youth needs assistance in work maturity competencies.

______ One or no item was answered NO--Administer Section II.

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WORK MATURITY REVIEW FORM

Pre-Assessment Competencies 6 - 11

Section II:

Instructions:

Observe participant's behavior and answer YES or NO to applicable items. Participant must meet the related criteria in this section in order to show that he/she is in need of assistance in certain work maturity competencies. **Notes and comments (explanation) must be provided for items checked. Clear proof must exist.

___ 1. The participant is late for interview (or appointment) without an acceptable excuse and/or has documented previous work, school, or institutional record of tardiness within the last year. (Competency # 6 - Being Consistently Punctual). ________

___ 2. The participant fails to come to (or to remain at) his/her interview (or intake appointment) without an acceptable excuse, and/or has documented previous work, school, or institutional record of poor attendance within the last year. (Competency # 7 - Maintaining Regular Attendance). ________

___ 3. The participant is disruptive or behaves in an improper manner while at his/her interview (or intake appointment) and/or has documented previous work, school, institutional record of bad attitudes within the last year. (Competency # 8 - Demonstrating Positive Attitudes/Behavior). ________

___ 4. The participant dresses inappropriately for interview (or intake appointment) and/or has documented previous work, school, institutional record of unacceptable appearance within the last year (Competency # 9 - Presenting Appropriate Appearance). ________

___ 5. The participant behaves in a manner that is uncooperative or discourteous in his/her interview (or intake appointment) and/or has documented previous work, school, institutional record of interpersonal relations problems within the last year (Competency # 10 - Exhibiting Good Interpersonal Relations). ________

___ 6. The participant exhibits inability to finish real or simulated tasks (ie. to finish explaining something during the interview or to answer a question completely) during his/her interview (or intake appointment) and/or has documented previous work, school, institutional record of task completion deficiencies within the last year (Competency # 11 - Completing Tasks Effectively). ________

____ Total Number of items answered NO (If any item has been answered NO, there is demonstration that youth is in need of assistance in that particular competency. If an item has not been answered NO, there is no demonstration that the youth is in need of assistance for that particular competency).

Check Competencies that need to be addressed (answered NO).

______ # 6 Punctuality
______ # 7 Regular Attendance
______ # 8 Positive Attitude/Behavior
______ # 9 Appropriate Appearance
______ # 10 Good Interpersonal Relations
______ # 11 Completing Tasks Effectively

Participant ______________________________ SSN ________________________
Participant's Counselor or Staff ____
Rater ____________________ Site ____________________ Date ____________________

Master Pre-Employment/Work Maturity Needs Identification Record (Pre-Documentation).

	Determined as Requiring Assistance Yes/No	Date	Point of Determination*	Strategy(ies) Prescribed**	Intervention Site Assignment
JOB SEEKING (Pre-Employment)					
1. Making Career Decisions	_Y_N	____	Pre-assessment	______	______
2. Using Labor Market Info.	_Y_N	____	Pre-assessment	______	______
3. Preparing Resumes	_Y_N	____	Pre-assessment	______	______
4. Filling Out Applications.	_Y_N	____	Pre-assessment	______	______
5. Interviewing	_Y_N	____	Pre-assessment	______	______
JOB KEEPING (Work Maturity)					
6. Being Consistently Punctual	_Y_N	____	Pre-assessment	______	______
7. Maintaining Regular Attendance	_Y_N	____	Pre-assessment	______	______
8. Demonstrating Positive Attitude/Behavior	_Y_N	____	Pre-assessment	______	______
9. Presenting Appropriate Appearance	_Y_N	____	Pre-assessment	______	______
10. Exhibiting Good Interpersonal Relations	_Y_N	____	Pre-assessment	______	______
11. Completing Tasks Effectively	_Y_N	____	Pre-assessment	______	______

______ Total Competencies to be Addressed (Number of "yes" answers in "Determined as Requiring Assistance" column)

___ YES ___ NO Potential Positive Outcome (Attainment of Youth Employment Competencies (Answer is "Yes" if a minimum of five (5) competencies need to be addressed during program participation)).

- * Screening/Selection, Intake, Assessment, EDP, Participation in Activity
- * * Particular Program Activities (by name)
- * * * Place Where Assistance Will Be Delivered

a) Note: Relevant data/instrumentation concerning the means of determining need are included in file.
b) Note: Staff shall initial all entries.

SAMPLE EMPLOYABILITY DEVELOPMENT PLANS

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL
for
YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

*** Working Copy ***

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

CITY OF LOS ANGELES
FOUNDED 1781

Employability and Education Development Plan (EEDP)
For Youth Employment Competency Programs

SECTION I Participant Background

1. Name
2. Social Security #
3. Date of Enrollment
4. Address
5. Telephone No.
6. Date of Birth/Age
7. Sex
8. Ethnic Group
9. Target Group
10a. Educational Status ☐ In School ☐ Out of School
b. Name of School (Current or Last)
c. Grade (Current or Last)
d. Major Course of Study
e. Academic Standing
f. Educational Goal

11. Personal/Vocational Skills and Hobbies

12. Work History

Type of Work	Employer	Duration	Reason for Leaving

13. Personal Data

Transportation ____________________
Dependents ____________________
Drivers License ____________________
Languages Other Than English ____________________
Physical Restrictions ____________________
Other ____________________

14. Employment Goals (Short Term and Long Term)

15. Perceived Barriers to Achieving Employment Goals

Date EEDP Assigned
Intake Counselor 234
Agency/Primary Program Operator

FORM LAYEC #1

SECTION II Competency Assessment and Measurement

DATE	ASSESSMENT AND TESTING RESULTS		
	Entry Assessment	**Test(s)**	**Results**
	Pre-employment/Work Maturity:		
	Basic Education Skills:		
	Job Specific Skills:		
	Mid-Point Assessment: **Other Assessment or Case Management Information**		
	Exit Assessment	**Test(s)**	**Results**
	Pre-employment/Work Maturity:		
	Basic Education Skills:		
	Job Specific Skills:		

SECTION III Employment and Education Training Needs Based on Assessment

Training

- ☐ Job search assistance
- ☐ Pre-employment/work maturity skills
- ☐ Work experience
- ☐ Try-out employment
- ☐ On-the-job training
- ☐ Exemplary program (explain: ____________)
- ☐ Vocational (job specific skill) training
- ☐ Basic skill remediation
  - ☐ Reading
  - ☐ Writing
  - ☐ Arithmetic
- ☐ GED
- ☐ PIC Employability Certificate

Supportive Services

- ☐ Transportation assistance
- ☐ Child care assistance
- ☐ Housing assistance
- ☐ Subsistence allowance/needs based payment
- ☐ Clothing allowance
- ☐ Food allowance
- ☐ Alcohol/drug abuse treatment
- ☐ Other: ____________________

____

____

SECTION IV Individualized Training Plan Based on Needs and Available Services

Training Program Assigned:	Planned # Hours/Length of Service	Actual # Hours (complete at end of training period)
■ ____________		
■ ____________		
■ ____________		
■ ____________		
Supportive Services Provided		
■ ____________		
■ ____________		
■ ____________		
■ ____________		

Coordination of Training Services

- ■ Will the participant be referred to another agency for JTPA services? ☐ Yes ☐ No
- ■ If yes, list service, provider, contact person and reason for referral:

Service	Provider/Contact	Reason

SECTION V Competency Achievement Record Based on Program Participation

A check mark indicates that competency was attained as a result of participation in the JTPA Training Program; participant files contain complete supporting documents including all products, tests, appraisal forms and competency achievement records; and the City of Los Angeles definition of "Attained Employment Competency" was employed.

Competency Area	Date Attained	Instructor Initials
☐ Pre-employment/work maturity	/	
☐ Basic Education Skills	/	
☐ Job Specific Skills	/	
☐ PIC Certificate of Employability	/	

SECTION VI Transfer, Completion and Retention Record

Program Transfer

Date	Reason	Transferred to (Agency Name)

Program Completion/Termination

Date	Reason	Total JTPA Training Hours Invested

Employment Retention

	Date	Job	Contact
30 Days After Placement			
60 Days After Placement			
90 Days After Placement			

State of Illinois

DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

COMPILED BY

CENTER FOR REMEDIATION DESIGN
A PROJECT OF STRUMPF ASSOCIATES

UNDER CONTRACT
YOUTH EMPLOYMENT COMPETENCY
TECHNICAL ASSESSMENT

April 1989

EMPLOYABILITY DEVELOPMENT PLAN

NAME: ______________________ SSN: ________________ AGE: _____ 7th gd. ___ ABOVE ___ BELOW

DATE: ______________ FACILITY: ______________ H.S. GRAD. ___ YES ___ NO GED ___ YES ___ NO

SECTION A: ASSESSMENT

1. SAGE

M	L	G	V	N	S	P	Q	K	F	M	E	C

2. TABE LOCATOR SCORE ________

LEVEL (CIRCLE ONE) E M D A

Reading	Lang.	Math	Tot. B.

4. PRE-EMPLOYMENT/WORK MATURITY

V IF IN NEED OF REMEDIATION

___ a. Career Decision Making
___ b. Labor Market Information
___ c. Job Application
___ d. Preparing Resumes
___ e. Interviewing
___ f. Punctuality
___ g. Attendance
___ h. Attitude/Behavior
___ i. Appearance
___ j. Interpersonal/Rel.
___ k. Task Comp.

3. VOCATIONAL INTERESTS-SIGNIFICANT CATEGORIES; JOB TITLES: ______________________

____

COMMENTS: ______________________________________

____

____

SECTION B: EMPLOYMENT/EDUCATION GOALS

EMPLOYMENT		EDUCATION	
PRESENT	FUTURE	PRESENT	FUTURE

COMMENTS: ______________________________________

____

SECTION C: BARRIERS TO EMPLOYMENT

☐ LIMITED READING SKILLS
☐ NO HIGH SCHOOL DIMPLOMA/GED
☐ LIMITED VOCATIONAL SKILLS
☐ LIMITED WORK HISTORY
☐ PERSONAL
☐ TRANSPORTATION
☐ NO DRIVER'S LICENSE
☐ LEGAL PROBLEMS
☐ HEALTH
☐ OTHER
☐ HANDICAP
☐ HOUSING
☐ CHILD CARE
☐ FINANCIAL

COMMENTS: ______________________________________

____

ET-107

EMPLOYABILITY DEVELOPMENT PLAN
REVISION

PARTICIPANT'S NAME: ______________________ PROGRAM ACTIVITY: ____________

ENROLLING AGENCY: ______________________ REVISION NUMBER: ____________

The above named youth has revised his/her Original Employability Development Plan last developed on ________________ which will become effective ______________.

The following, Section E. Plan of Action and subsequent steps necessary to accomplish this plan, is a revision of the original Plan of Action:

Section E. Revised Plan of Action
Action steps necessary to meet needs

STEPS	(PROPOSED) START	(PROPOSED) COMPLETE
1. ________________________________	_____	_____
2. ________________________________	_____	_____
3. ________________________________	_____	_____

COMMENTS: ____

____

____

This revision of the most recent Employability Development Plan was developed with my full knowledge and cooperation. I fully understand that this is a working document and in no way hold the enrolling agency responsible for planned activities that may not occur.

Participant's Signature: ________________________ Date: ______________

Agency Representative: ________________________ Date: ______________

KENTUCKY
TECHNICAL ASSISTANCE GUIDE ON

YOUTH EMPLOYMENT COMPETENCY SYSTEMS

JTPA
GOVERNMENT
BUSINESS
PARTNERSHIP

KENTUCKY DEPARTMENT FOR EMPLOYMENT SERVICES
DIVISION FOR JOB TRAINING

MAY, 1989

ATTACHMENT J

Employability Development Plan For Youth Competency Program Participants

SDA: ____________________ Contractor: ____________________

Participant: ____________________ SS#: ____________________

Address: ____ Age: ________

____ Phone: ________

I. EDUCATIONAL HISTORY:

Current Grade/Last Grade Completed: ____________

School: ____

Extra Curricular Activities/Recognitions In School: ____________________

____

Other Training (where, course title and description, dates attended, certification/completion obtained): ____________________

____

____

Instructor/Counselor Comments: ____________________

____

II. EMPLOYMENT HISTORY: ____________________

____

____

____

Skills Obtained Through Previous Employment: ____________________

____

Volunteer or Unpaid Work: ____________________

____

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III. PERSONAL CHARACTERISTICS:

Living Arrangements: ____

Marital Status, Dependents: ____________________________________

Transportation Arrangements: __________________________________

Valid Driver's License: Yes____ No____

Hobbies/Interests: ____

____

Instructor/Counselor Comments: _________________________________

____

IV. CURRENT JOB NEEDS:

Kind of work interested in and reasons: __________________________

____

____

Kind of work not interested in and reasons: ______________________

____

____

Interested in Part-Time Work: _______
Interested in Full-Time Work: _______
Special Circumstances/Attitude Toward Work: ____________________

____

____

V. BARRIERS TO EMPLOYMENT/SPECIAL NEEDS:

___Limited Education
___Limited Vocational Skills
___Limited Work History
___Special Handicaps/Physical or Mental
___Transportation
___Limited English Speaking Ability
___Other____

___Job Readiness Skills
___Housing
___Child Care
___Financial
___Medical
___Legal

Comments: ____

____

VI. EMPLOYMENT/EDUCATIONAL GOALS:

EMPLOYMENT

Present:______________________________ Future:___________________________

______________________________________ ___________________________________

______________________________________ ___________________________________

EDUCATIONAL

Present:______________________________ Future:___________________________

______________________________________ ___________________________________

______________________________________ ___________________________________

Comments:____

____

VII. YOUTH COMPETENCY ASSESSMENT INFORMATION

A. Pre-Employment/Work Maturity Skills:

Pre-assessment date:________________ Deficient: Yes_____ No_____

Post-assessment date:________________ Attainment: Yes_____ No_____

If deficient on pre-assessment, standard(s) set for deficiency:__________________

____

If deficient on pre-assessment, standard(s) set for attainment:__________________

____

B. Basic Education Skills:

Pre-Assessment date: ________________ Deficient: Yes_____ No_____

Post-assessment date:________________ Attainment: Yes_____ No_____

If deficient on pre-assessment, standard(s) set for deficiency:__________________

____

If deficient on pre-assessment, standard(s) set for attainment:__________________

____

C. **Job Specific Skills:**

Pre-Assessment date: ________________ Deficient: Yes____ No____

Post-assessment date: ________________ Attainment: Yes____ No____

If deficient on pre-assessment, standard(s) set for deficiency: ________________
____

If deficient on pre-assessment, standard(s) set for attainment: ________________
____

Assessment Instrument or Method Used:

A. Pre-Employment/Work Maturity Skills:

Pre: ________________ Post: ________________
________________ ________________

B. Basic Education Skills:

Pre: ________________ Post: ________________
________________ ________________
________________ ________________

C. Job Specific Skills:

Pre: ________________ Post: ________________
________________ ________________
________________ ________________

Youth Competency Areas Assigned:

A. Pre-Employment Work Maturity Skills ____

B. Basic Education Skills ____

C. Job Specific Skills ____

VIII. ACTION STEPS TO MEET GOALS:

1. ____
____
____
2. ____
____
____
3. ____
____
____
4. ____
____
____
5. ____
____
____

IX. STATEMENT OF UNDERSTANDING:

This Employability Development Plan has been discussed with my instructor/counselor, and has been developed with my cooperation. I am willing to make every effort to follow through on achieving my goals within the agreed upon time frame. I authorize a copy of this plan to be retained in my participant file.

PARTICIPANT SIGNATURE:______________________ **DATE:**__________

COUNSELOR/INSTRUCTOR SIGNATURE:______________________ **DATE:**__________

Revision Date:__________ **Initials:**__________ **Initials:**__________
Participant **Counselor/Instructor**

X. CHRONOLOGICAL REPORT OF PARTICIPANT PROGRESS:

The Private Industry Council

The Private Industry Council
Jill L. Elkins
Trainer
503/280-1058
503/280-2313
Youth Employment Institute
1704 N.E. 26th Avenue · Portland, Oregon 97212

Applicant's Name ______________________________

SSN ______________________________

The Private Industry Council
Self Sufficiency Plan

Test Scores:

M_____ R_____ L_____

Areas of Concentration for Self Sufficiency	What is Standing in Your Way?	Training/Support Systems to Help Achieve Your Plan (Select from Menu)	Progress (Check) 1 Week ☐ 1 Month ☐ 6 Months ☐
1. Work	1.	1.	1.
2. Education and Training	2.	2.	2.
3. Home and Family	3.	3.	3.
4. Personal	4.	4.	4.
5. Financial	5.	5.	5.
6. Transportation	6.	6.	6.
7. Skills	7.	7.	7.
8. Legal	8	8.	8.
9. Other choices	9.	9.	9.

Initials__________

Date__________

Menu of Services Available To Help You Achieve Self Sufficiency

A. Pre-Employment Training
B. Basic Skills/GED/H.S.
C. English as Second Language
D. Job Specific Skills
E. Job Search
F. Vocational Training
G. Work Experience
H. Community Projects
I. Direct Placement
J. On-The-Job Training
K. Job Shadowing
K. Alternative Education
M. Mentoring

Support Services

N. Childcare
O. Tools
P. Medical
Q. Clothing
R. Vision
S. Transportation
T. Other (Specify)______________

Other Sources Outside of TPIC

U. In School Support
V. Employment Division
X. Counseling
Y. AFS/CSD
Z. Other (Specify)______________

Exit Plan: Enrollment Date__________ Termination Date__________

Referred to other PIC Component______________________________ Date__________

Referred to outside Agency______________________________ Date__________

Trainee Signature______________________ **Date**__________ **Trainer**______________________ **Date**__________

White – 1 Week Yellow – 1 Month Pink – 6 Months Goldenrod – Termination

A-134

JTPA SWADD, ARKANSAS

EMPLOYABILITY DEVELOPMENT PLAN

SECTION I. BACKGROUND INFORMATION

1. NAME (Last, First, Middle, Initial)	2. SOCIAL SECURITY NUMBER

SECTION II. EMPLOYMENT GOALS

3. EMPLOYMENT GOALS	4. JOB READY YES NO
	YES NO
	YES NO

SECTION III. BARRIERS TO EMPLOYMENT

5. BARRIERS ("x" appropriate boxes)

- ☐ Limited English Prof.
- ☐ Handicapped
- ☐ Offender
- ☐ Displaced Homemaker
- ☐ Teenage Parent
- ☐ Alcoholic/Addict
- ☐ Homeless
- ☐ Mig/Seasonal Farming
- ☐ Read. Skills Below 7th
- ☐ Long-term AFDC rec.
- ☐ Drop-out
- ☐ Lack of Ed.
- ☐ Other (List below)

6. COMMENTS (If additional space is needed, use separate sheet of paper)

SECTION IV. NEEDS

7. EMPLOYMENT AND TRAINING NEEDS ("x" appropriate boxes)

- ☐ H.S. Diploma/GED
- ☐ Work Experience
- ☐ Job search/development
- ☐ Job Specific Skills
- ☐ Upgrading
- ☐ Retraining
- ☐ Pre-empl/Work Maturity
- ☐ Eng. Second Language
- ☐ Counseling
- ☐ Basic Education
- ☐ Other (List below)

8. SUPPORTIVE SERVICE NEEDS ("x" appropriate boxes)

- ☐ Transportation
- ☐ Health/Medical Care
- ☐ Handicapped Services
- ☐ Child Care
- ☐ Meals
- ☐ Shelter/Housing
- ☐ Financial, Legal, Pers. Counseling
- ☐ Relocation Asst.
- ☐ Needs Based Payments
- ☐ Other (List below)

9. COMMENTS (If additional space is needed, use separate sheet of paper)

SECTION V. INDIVIDUAL PLAN

10. RECOMMENDED ACTIVITIES AND SERVICES

a. Title/Subpart	b. Activity/Service	c. Comments

11. APPLICANT'S SIGNATURE	12. DATE
13. STAFF SIGNATURE	12. DATE

GEORGIA
DEPARTMENT
OF LABOR

GEORGIA JOB TRAINING PARTNERSHIP PROGRAM

CLIENT ASSESSMENT

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LH Laventhol & Horwath
Organizational Consulting Division

ELEMENTS OF AN EMPLOYABILITY DEVELOPMENT PLAN

The data elements of any Employability Development Plan as well as their sequence depend upon the Plan's stated purpose, its uses and its users. The Plan elements outlined below represent a composite of data elements found in selected SDA Employability Development Plan formats.

. Identifying Information
  - Name
  - Address
  - Telephone Number
  - Date of Birth
  - Social Security Number
  - Family Status
  - Dependents

. Work History
  - Recent history, employer, tasks performed, reason for leaving
  - Volunteer work

. Summary of Initial Assessment Information
  - Interests
  - Educational Proficiency
  - Occupational Proficiency
    -- Work Attitudes and Behaviors
    -- Specific Occupation
    -- Aptitudes
    -- Physical Capability

. Vocational Plan
  - Vocational Goal (long- and short-term)
  - Services needed to accomplish Goal(s)
    -- Individual Services, Expected Outcomes, Sequence and Service Provider
    -- Anticipated Completion and Placement Dates
  - Supportive Service Arrangements
  - Follow-up checkpoints

. Follow-up/Progress Information
  - Date of Follow-up
  - Outcomes Accomplished
  - Recommendations
  - Date of Next Follow-up

. Vocational Plan Revision
  - Date
  - Item Revised and Rationale
  - Initials (assessment specialist or counselor, participant, training or service organization as necessary)

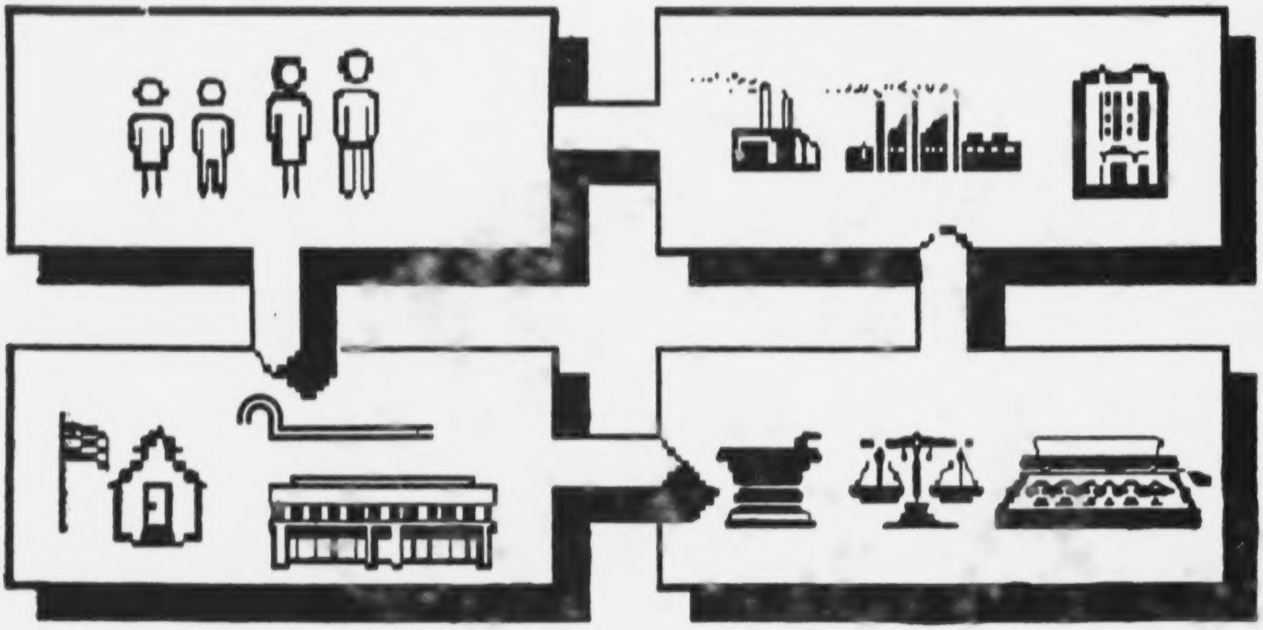
. Signatures (participant, assessment specialist or counselor, supervisor)

SAMPLE CURRICULA OR TRAINING MODULES

Mid-Willamette Jobs Council
Mid-Willamette Private Industry Council

1495 Edgewater St. N.W./Suite 225 Salem, Oregon 97304 (503) 581-2300

EMPLOYMENT COMPETENCY PROGRAM



INSTRUCTOR'S MANUAL

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State of Illinois

DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS

COMPILED BY

CENTER FOR REMEDIATION DESIGN
A PROJECT OF STRUMPF ASSOCIATES

UNDER CONTRACT
YOUTH EMPLOYMENT COMPETENCY
TECHNICAL ASSESSMENT

April 1989

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SECTION II

RELATED CURRICULA, TRAINING MODULES AND APPROACHES

Summary

This section provides a list of resources for obtaining curricula to teach competencies in the three skill areas. To be effective the curricula you choose must relate to the skills participants are to attain. The lists provided herein are of curricula being used around the country which relate to the skills of specific competency systems. Each resource relates in a broad way to the competency area identified (PE/WM—for Pre-employment/Work Maturity; BS—for Basic Academic Skills; and JSS—for Job Specific Skills); however you must review the individual objectives of each and compare to your own objectives to ascertain the *related* nature.

In addition, information developed by the Center for Remediation Design on Computer Assisted Instruction (CAI) is included. A good curriculum is only as good as the instructor. A discussion on selecting good basic skills remediation teachers is included.

PRE-EMPLOYMENT/WORK MATURITY RESOURCES

COMPETENCIES	RESOURCES
1.0 Making Career Decisions	Succeeding in the World of Work, pp. 51-57; 66-73; 76-77; 80-82; 97-99; Chapter 6 (pp. 105-118); Chapter 20
	Illinois State Manual, Occupational Survival Skills, Sections: "Understanding Self" " Interpersonal Skills"
	Three Boxes of Life, pp. 188-191; 286-287.
	Life Skills, Me & Jobs, pp. 4-17, 50-70.
	Life Skills, Attitudes on the Job
	The Computer Learning Works: Employability/Work Maturity Skills, Work and Career Planning I, II, III; Interpersonal Skill I, II, III.
	Personal Values Inventory Personal Strenghts Publishing, Inc. P.O. Box 397 Pacific Palisades, CA 90272 (213) 454-5915
	Who's Hiring Who, pp. 27-33
	What Color Is Your Parachute, pp. 86-87
	Occupational Outlook Handbook
	Dictionary Of Occupational Titles
	Surviving on the Job, Chapter 18
	The Work Book, pp. 1-16
2.0 Using Labor Market Information	Life Skills, Me & Jobs, pp. 20-41.
	The Work Book, Chapter 9.
	The Computer Learning Works: Employability/Work Maturity Skills, Job Seeking Skills I.

COMPETENCIES	RESOURCES
3.0 Preparing Resumes	Life Skills, Me & Jobs, pp. 74-90; 87-88
	The Work Book, Chapters 3 and 8.
	Succeeding in the World of Work, pp. 27-37.
	The Computer Learning Works: Employability/Work Maturity Skills, Job Seeking Skills II.
4.0 Filling Out Applications	Succeeding in the World of Work, pp. 37-45.
	Life Skills, Me & Jobs, pp. 50-64; 66-72; 74-81; 82-86.
	The Work Book, Chapter 3.
	Succeeding in the World of Work, Chapters 16, 17 and 18 (Activitys Book).
	The Computer Learning Works: Employability/Work Maturity Skills, Job Seeking Skills II; III.
5.0 Interviewing	The Work Book, Chapters 5 and 6.
	Life Skills, Me & Jobs, pp. 82-86.
	Succeeding in the World of Work, Text pp. 33-45; Activity Book pp. 39-44.
	The Computer Learning Works: Employability/Work Maturity Skills, Job Seeking Skills II and III.
8.0 Demonstrating Positive Attitudes/Behaviors	Life Skills, Attitudes on the Job
	Succeeding in the World of Work, Chapters 4, 8, and 9.
	The Computer Learning Works: Employability/Work Maturity Skills, Job Retention Skills I, II, III; Attitude/Employee Behavior I, II, III.

COMPETENCIES	RESOURCES
9.0 Presenting Appropriate Appearance	Succeeding in the World of Work, Chapter 9. Activity Book pp. 39-44. The Work Book, Chapter 6. The Computer Learning Works: Employability/Work Maturity Skills, Job Seeking Skill III (interviewing); Job Retention Skills III (on the job).
10.0 Exhibiting Good Interpersonal Relations	Illinois State Manual, Occupational Survival Skills, Section: "Interpersonal Skills" Succeeding in the World of Work, Chapter 4. Life Skills, Attitudes on the Job. The Computer Learning Works: Employability/Work Maturity Skills, Job Retention Skills II, Attitude/Employee Behavior I, II, III.

Pre-Employment/Work Maturity Resource List

Text and/or Workbook Materials

1. Succeeding in the World of Work
    Grady Kinbrell
    Ben S. Vineyard, Ed. D.
    Bennett & McKnight Publishing Company
    Peroria, Illinois
    1981

2. Illinois State Manual, Occupational Survival Skills
    Robert E. Nelson
    Nancy A. Flexman
    Jane A. Leach
    Thomas J. Scanlan
    University of Illinois
    August, 1978

3. Life Skills: Me & Jobs
    Margaret M. Brewer
    William C. McMahon
    Kathleen A. Paris
    Michael P. Roche

    Educational Design, Inc.
    New York, NY
    1985

4. Life Skills: Attitudes on the Job
    Margaret M. Brewer
    William C. McMahon
    Kathleen A. Paris
    Michael P. Roche

    Educational Design, Inc.
    New York, NY
    1985

5. Who's Hiring Who
    Richard Lathrop
    Ten Speed Press
    Berkley, California
    1977

6. The Work Book
    J. Michael Farr
    Richard Gaither
    R. Michael Pickrell
    McKnight Publishing Company
    Bloomington, Illinois
    1983

7. Career World, "The World of Banking and Finance", Teachers Edition, Vol. 4, No. 6,
Curriculum Innovations, Inc.
Highwood, Illinois
1977

8. "Getting a Job: A Study of Contacts and Careers", Granovetter,
Harvard University Press
1974

Teacher Reference/Background

9. Three Boxes of Life
Richard N. Bolles
Ten Speed Press
Berkley, California
1981

10. What Color is Your Parachute?
Richard Bolles
Ten Speed Press
Berkley, California
1983

Computer-Assisted Instruction

The Computer Learning Works, Inc.: Employability/Work Maturity Skills
Suite 219, 82 Plaza
Starkville, Mississippi 39759
(601) 323-3542

Video-Tapes

You're Hired! The Choice is Yours . . . Right or Wrong

You're Hired! The Job Seeker (Part I)
You're Hired! The Job Campaign (Part II)
You're Hired! The Job Interview (Part III)

Richard A. Fuchs
Keith Manning
Carli & Associates, Inc. and The Prudential
12750 Merit Drive
Suite 724, LB 108
Dallas, Texas 75251
(214) 770-4050

CURRICULA RESOURCE LIST

PAPER/PENCIL/RESOURCES

NAME/PUBLISHER	Pre-employment Work Maturity	Basic Skills	Job Skills
Basic Skills Competencies Georgia JTPA Georgia Department of Education (summary included in this section)		X	
Practical Academics—Self Identity		X	
Practical Academics—Jobs: About Work Public/Private Ventures Philadelphia, PA			
Youth Works Greater Nebraska PIC (developed by the Center for Remediation Design) Lincoln, NE	X		
Pre-employment Skill Competencies for Vermont Department of Education and Training State of Vermont (summary in this section)	X		
Pre-employment Competencies System Jobs Training Admin. Office Hospital Street, Augusta, ME (summary in this section)	X		
Computer Assisted Instruction Resources			
Comprehensive Competencies Program (CCP) US Basics Washington, D.C.	X	X	
Control Data Downers Grove, IL	X	X	
Computer Curriculum Corporation Instructional Systems Hackensack, NJ	X	X	
Principles of Alphabet Literacy System (PALS) IBM Corporation National Support Center for Persons with Disabilities Atlanta, GA		X	
BASIC: Bridging Vocational and Academic Skills National Center for Research in Vocational Education Ohio State University	X	X	
Interpersonal Skills	X		
Work and Career Planning	X		
Job Seeking Skills	X		
Job Retention Skills	X		
The Computer Learning Works, Inc. Starkville, MS		X	

YOUTHWORKS

A Pre-Employment / Work Maturity Curriculum Developed for Job Training of Greater Nebraska

by
The Center for Remediation Design
and
ProSync, Inc.

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Appendix: Resources R-1

INTRODUCTION

Welcome to YouthWorks! This part of the YouthWorks system is a Pre-Employment/Work Maturity Curriculum developed for teachers / instructors / supervisors to use in conjunction with the YouthWorks: Nebraska Competency System. This curriculum was developed by The Center for Remediation Design and ProSync, Inc.

CURRICULUM OVERVIEW: DESCRIPTION

By definition, a curriculum is "a course of study," not inherently logically ordered or sequenced by providing subject identification and content upon which logistical considerations can be superimposed, as well as considerations of pre-requisite skills, knowledge, attitudes or behaviors.

Among logistical considerations related to JTPA programming are: time, compliance characteristics, and performance standards. These are considered to be logistical in that they superficially substantially impact learning but have very little to do with that learning. They, do not, themselves, result in the assimilation of new skills, knowledge, attitudes or behaviors. For example, "time" within the context of youth employment competency development invaribly refers to that block of time set aside for instruction or participation in skill areas, either pre-employment/work maturity, basic academic or job-specific. These blocks are not set aside as a function of how much time on task is required to learn the given skill, knowledge, attitude or behavior, but as a function of institutional scheduling, staffing, etc.

Illustrating futher the impact of "time" on programming, the entire participation is a function of available funding which, in turn, is intricately interwoven with the amount of program time that is made available for learning as a result of that funding. Both of these temporal considerations alter the approach to learning, as well as potentially altering anticipated outcomes to that learning.

Order and sequence for curriculum evolve from the priority assigned to curriculum content. Again employing a temporal example: Time is related to content in work maturity skill development, i.e., "being consistently punctual." If the PIC/SDA assigns limited priority to this competency, i.e., knowledge that being consistently punctual is important to success on the job, its sequence within the pre-employment/work maturity is of little consequence. However, should the PIC/SDA see competency in punctuality as a behavior to be incorporated into the participant's behavioral repertoire, assigning that incorporation a high priority, then its sequence within the curriculum follows that dictate, i.e., "Day 1, Hour 1":, etc., and permeates, by its nature, the entire range of comptenecies within the curriculum content.

Logistical considerations such as scheduling within an institution and ease of the audit function often relegate "being consistently punctual" to the sixth competency, an isolated self-contained element of the curriculum. Such positioning not only weakens the message to the learner; it mitigates the functional nature of the intended competency attainment.

CURRICULUM FORMAT

This document is, in the definitive sense discussed previously, a course of study for pre-employment/work maturity skill development and is ordered by compliance considerations, following the order established by the U.S. Department of Labor (Federal Register), March 7, 1988) and adopted by the Nebraska YouthWorks Competency System. Because logistical considerations, also discussed previously, vary among the Nebraska PIC/SDAs, the document does not include a curriculum schedule, i.e., comprehensive lesson plans. The format does facilitate the development of a curriculum outline and schedule that reflects both logistical considerations and priority assignment of content elements.

This curriculum is to be used as a guide for instructors on how to teach youth the skills necessary to get and keep jobs. It is not to be viewed as the maximum necessary, but rather as a taking off point from which instructors can maximize their own creativity, as well as the creativity of participants as both learners and peer instructors. While instruction must relate to individual needs and levels of deficiency, it is expected that if a youth entered deficient in all competencies and were to be engaged in a majority of the activities and strategies suggested in this curriculum, it would take a minimum of 50 to 80 hours of instruction (time "on task" vs. time in class) to attain all objectives.

The Curriculum has three sections:

Section I - Activities

Section II - Benchmark exercises and assessment tools

Section III - Post -Tests

SECTION I - ACTIVITIES

This section has five parts:

1. Competency Statement
2. Perspective
3. Materials/Learning Environment
4. Suggested Activities
5. Suggested Strategies

Each competency statement is a reiteration of the component of each competency from the YouthWorks Competency System. This is the learning objective for the participant. All activities, materials, and strategies are focused on assisting the youth to obtain this skill.

The perspective provides a brief discussion of why the skill is important from a labor market perspective and how the skill is viewed from an employer perspective, i.e., its relative importance in hiring and/or firing decisions.

The materials/learning environment provides a set of materials instructors should have on hand before engaging youth in any activities to meet the objective.

The suggested activities describe several options for teaching the competency (objective). These activities can be used as a set, structured sequentially, or the instructor can pick and choose from among them. Other activities created by the instructor (or participants) may be added. Most of the activities identified as appropriate for a group can be adapted for individualized, one-on-one instruction by the instructor. Instructor selection of activities should be based on the individual participant needs and deficiency level.

The suggested strategies identifies what JTPA program activity (or service) is appropriate for participants to gain the skills from participation and any recommendations for who (instructor and/or worksite supervisor) should be involved in teaching. Recommendation for group or one on one instruction is also made. Most of the strategies suggest delivery through a classroom or work-site setting. The worksite settings are broken down into four types: Work Experience (WE), (subsidized/un-subsidized), Community Service (CS), Tryout Employment (TOE), and On the Job Training (OJT). These are viewed in a hierchy or intensity and skill level with work experience and community service appropriate for those with the least level of skill; TOE being for those with a mid-level skill; and OJT being for those most skilled.

SECTION II - BENCHMARK EXERCISES AND ASSESSMENT TOOLS

Benchmarking is a process, a formative assessment of progress toward a larger goal, as opposed to summative assessment coming at the end. If the larger goal is to become competent in pre-employment/work maturity skills as measured by pre- to post gains overcoming deficiencies (summative assessment), the process must be broken into small increments (sub-skills) which taken together comprise that ultimate goal. Many sub-skills are prerequisite to the attainment of subsequent skills; hence, a competency check on sub-skill attainment avoids setting the participant up for subsequent failure. Instead, benchmarking sets the participant up for success.

Benchmarking is an assessment strategy. Its use in managing learning behavior is, perhaps, of even greater value. In addition to breaking the learning process into smaller increments, benchmarking provides participants feedback while formative action can be taken to accomplish the prescribed learning. Feedback that is both formative and immediate in nature is motivating to the learning process.

After the instructor has engaged participants in the appropriate activities and strategies based on the participants' individual needs, the benchmark exercise should be conducted, measuring skill proficiency with the accompaning assessment tool. Each benchmark exercise is a way for the instructor to gage progress on the level of attainment for each competency. After progress is "benchmarked" at the appropriate level (identified in each exercise), the participant is ready to take the corresponding post-test. If the participant does not accomplish the entire benchmark, more activities are to be conducted before administering the post-test. Answer sheets for the benchmark exercises (means of measurements and scoring sheets) are included.

Do not proceed directly to benchmark exercises before engaging in some activities for each competency in which the youth is deficient.

SECTION III - POST-TESTS

This section involves pages 31 through 56 of the Nebraska Competency System and can be found in that volume of YouthWorks. Training has been provided by the Center for Remediation Design on how to administer the post-tests.

This curriculum is part of an overall system which will encourage young people to enjoy learning. For a youth to enjoy learning, the skills have to be relevant and set in a labor market context; the environment has to be set up for success - not failure; mastery learning must be emphasized; instructors must allow youth to complete objectives at their own pace; and instructors must enjoy the teaching and learning process.

Know the youth! Know the materials! Have Fun!

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL
for
YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

* Working Copy *

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

SELECTING AND TRAINING EFFECTIVE INSTRUCTIONAL ANDSUPERVISORY STAFF FOR YOUTH PROGRAMS DESIGNED TO IMPROVE THE BASIC SKILLS AND OVERALL EMPLOYABILITY OF YOUNG PEOPLE AT THE WORKSITE[1]

Careful selection, training, and supervision is necessary to ensure that "instructional" staff have the competence and maturity to gain the trust and respect of the young people; a productive working/learning partnership can only grow out of such trust and respect. There are certain attributes which staff must possess before training; these qualifications should be screened for during the hiring process. A second set of qualifications consists of certain skills and techniques that can be acquired through training.

Qualifications to Screen For:

- Subject-Area Competence
  Prospective "instructors" must demonstrate "hands-on" competence in the subject areas to be undertaken or demonstrate related skills and the ability to acquire new ones. Effective "teachers" work alongside the youth, teaching by demonstration as much as by explanation; this approach requires real competence on the part of the staff.

- Experience With Youth
  A primary qualification sought in a "teacher" is a genuine interest in young people, particularly those who are disadvantaged and who have not succeeded in school. Experience working with youth and in youth programs is also helpful, since, although no two people (and no two programs, for that matter) are exactly alike, it is easier for those who have some familiarity with youngsters and with the demands of programs to orient themselves during their first few weeks of work.

- Maturity
  Although it is not easy to screen prospective staff for evidence of maturity, it is important that adults who work with young people possess the patience and judgment necessary to handle the demands of working with slow learners, handicapped or delinquent youth, and youth with low self-esteem. Likewise, the teacher must have sufficient self-confidence to push on in the face of setbacks, disappointments, and frustration. A commitment to the concept of learning through work-related tasks – and belief in this approach - reinforce the necessary self-confidence and help the teacher to steer a steady course through the most trying times.

- Ability to Communicate
  Communications skills-listening, explaining, conveying approval or disapproval clearly and at appropriate times – will naturally be refined through experience in staff work with young people. Still, the beginning "teacher" must already possess basic communications skills, and should be a person who finds it easy to communicate openly with other people.

- Ability to Learn from Experience
  Like any teacher, one will find that the job requires both foresight and hindsight – again, these qualities will be further developed on the job, but the basic abilities must be there from the start. Having foresight does not mean that one keeps a crystal ball in the tool box or desk – no one can predict the future. Still, a good "teacher" (or good counselor, or parent) should be able to help young people look beyond the immediate and anticipate the consequences of their actions. At the same time, an effective teacher needs to look backwards, and learn from experience. ("Let's see, the last time Cosmos asked to work by himself, it was because he and Bonita were having and argument. That doesn't seem to be the case today, but maybe that incident can give me some clues...")

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[1] This section draws heavily on the worksite training materials developed by Smokey House Project, a national exemplary project for at-risk youth. Readers may wish to review The Crew Leaders Manual, published by Smokey House Project and the Center for Human Resources at Brandeis University. A copy is available in the Youth Employment Resource Center.

- Energy
  Finally, and most importantly, an effective "teacher" must be endowed with boundless energy.

Skills To Be Acquired Through Training (Staff Development)

The common myth about teaching is that it is a native talent, not a set of skills, and that it cannot be acquired. To some extent, it is true that good teachers are born, not made. The job requires maturity, energy, foresight, hindsight, the willingness to communicate, in other words, exactly those attributes for which we must screen for during the interview process. Yet there are teaching methods and teaching skills that can be learned, and mastered. These will make up part of any effective training or professional development course.

In addition to teaching skills, "teachers" must have an opportunity to learn about group leading, group problem-solving, the fundamentals of supervising work, and of maintaining an appropriate level of productivity with a group of inexperienced youth workers.

Training Priorities for Worksite Supervisors

We all know from experience that mature adults with real competence and interest in young people have the capacity to be "natural" teachers. The best programs seek to capitalize on that natural capacity to enable young people to learn. Training should therefore concentrate on several widely recognized "fundamentals" related to learning. None of the "fundamentals" listed below are much of a surprise; they are all based on the common-sense observations about young people, discussed earlier.

- Analyze the task (competency) and the skills required to complete it before you begin work on a new task. When you break the task down into small steps, you may be surprised to see just how much goes into doing something that you have come to take for granted.

- Explaining the importance of each task and each of its parts is a must. Things that seem obvious to you may not be obvious to inexperienced young people. Explanations will prepare the youthworkers to do specific tasks properly and will also help them to learn how to think through new problems as they arise. Remember that young people, like everyone else, hate to be talked down to. Be patient.

- Demonstrate each new task and invite the youth worker to practice each portion of the task while you observe. Watch these attempts carefully and correct mistakes as they occur. Wait until you are satisfied with the youth workers' ability to do the job correctly, before you have them tackle the actual work.

- Teach constructively; frequent praise and encouragement and a direct, constructive manner in correcting inappropriate behavior go a long way in enabling young people to do their best. Try to give encouragement for something whenever you give criticism (this approach is especially important with beginning youth workers – as with any beginners). Provide realistic, short-term goals and recognize achievements as soon as they are attained.

- Be a good model. Don't take short-cuts if you don't want the youth workers to do the same. "Do as I say, not as I do" has never worked. Young people will want to be like you, so take care that your own work habits are those you want the youth workers to learn. Young people watch your behavior more attentively than you may even imagine.

- Encourage the youth workers to ask questions. If a youth doesn't ask questions, ask him or her to explain procedures to you so that you can see if he or she really understands the task and comprehends the language involved.

- Check once, check twice, and check over again to find out whether the youth workers have questions or problems, as well as to see if the task is being performed correctly. If it is being performed well, praise and encourage the youngsters freely. If performance falls short, praise those aspects of the work that are correct, and go back over the steps that seem to be a problem.

- Sensitivity to individual differences in abilities, learning styles, and attitudes is essential. Know your "class" well and assign tasks according to individual abilities. Learn how each youth worker responds to criticism and adjust your methods accordingly. You may well have the pleasure of re-adjusting your approach as the young person becomes more skilled and more comfortable in being supervised. The learning session that ends on a positive note sets the stage for further learning.

Knowing Your Strengths and Your Shortcomings

As your work as a teacher progresses, you will discover the areas in which you have special strengths and talents. You will also discover shortcomings that can hinder your effectiveness on the job. Some of the more common weaknesses that "teachers" discover in themselves include less competence in hands-on skills than they thought they had; misconceptions about young people, slow learners, or the disadvantaged; a short temper or lack of patience; the tendency to favor certain young people and to hold grudges.

Evaluate your work as objectively as you can. Park defensiveness at the door as you listen to the criticism and suggestions of your supervisor, class, and fellow teachers. Every teacher falls short on some aspect of the job, especially at first – it is too complex and demanding a job for anyone to perform perfectly from the start. Ask for advice and for specific training if you feel you need it. Keep your sense of humor intact, particularly about yourself, and, when the going gets rough, remind yourself of the skills and attributes that got you the job in the first place. Draw on your strengths while you are working to overcome your shortcomings.

Regular staff meetings can help staff maintain their objectivity and identify their own strengths and weaknesses. Be frank about the problems you are having with your class, and be willing to share your successes as well as your failures. You may be able to help other teachers solve their problems by relating stories about your group, and they may have suggestions for you.

On-going training in understanding the adolescent age group is essential. Let the Project Director know if you would find additional training workshops helpful; you might offer to help organize the conduct discussion groups and training sessions yourself.

Supervising Work in the Classroom or at the Work Place

- In effective youth worker training, success and challenge go hand-in-hand. Once a task has been mastered, acknowledge this success and challenge the youth workers with a new skill, or with refining or speeding up the skills they have already acquired. Try to keep a balance between enabling the youth workers to demonstrate mastery and providing new challenges. Always tie productivity to accomplishment the foundation of mastery learning.

- Youth workers flourish as they are able to meet higher levels of expectations. Try to structure tasks over time so that you gradually increase the degree of responsibility you expect of the youth workers. Be sensitive to individual differences in maturity and adjust your expectations for responsibility accordingly. Even the simplest decisions can become opportunities for youth workers to learn to take responsibility. Make sure your young people understand that responsibility means doing the job right, even if they have to do it over again until it's right. High standards are required at every level.

- Young people are naturally curious and thrive on discovering some things for themselves. You will want to give them that chance, but you will have to judge whether a given task can be safely and competently carried out by a youth worker without your telling him or her exactly what to do. If it can, this is a good means of enabling youth to learn to think for themselves in solving problems and to build their self-esteem.

- Youth workers may have competencies you are not aware of no matter how precise your assessment system may be. Use of such special skills to help with work is immensely satisfying and encouraging to everyone. Check from time to time to see whether your class members have useful contributions to make – in solving a new problem for example. An atmosphere of democracy encourages youth workers to contribute constructively and to learn to think things through, but it is also necessary to strike a balance here, so that youth learn how to accept supervision and directions in preparation for an adult worksite situation where the supervisor is boss.
- Youth workers who have mastered a task gain an increased sense of responsibility when they are invited to aid in teaching less skilled youth. While it is inappropriate (and unworkable) for youth workers to supervise one another, they can help with demonstrations, instructions, and preliminary training. This approach also helps older or more experienced youth workers sustain interest in working on repetitive tasks.
- Maintaining Discipline

  Discipline must be perceived as, and be in fact, even-handed and consistent. All rules should be explicit, so that you can stick to them and explain them over again when you enforce them.

  When problems arise, discuss them with the individual(s) involved in private and in confidence. Take a look at the problem from the youth's point of view. Conflicts sometimes result from unclear expectations or from misunderstandings resulting from faulty communication.

  The old-fashioned (and all too easy) notion of pinning labels on people – lazy, mean, or irresponsible – is counter-productive. Labels stick, and young people tend to live up to adults' expectations of them.

  Young people need to know that you expect them to learn and to succeed. That is the kind of expectation you want them to live up to – and they are likely to do as they come to understand you mean it.

Maintaining Morale

Morale affects both learning and work. You will find that both go best when the youth workers identify with, and are proud of, the class as a group. An important aspect of your job is to build that morale. Group identification develops through working together on tasks that everyone regards as important, in an atmosphere of cooperation and open communication. Recognize each youth worker for his or her individual contribution to the group's work. Encourage youth workers to assist one another – and to ask for help when they need it. The value of teamwork may seem obvious to you, but many young people have had no chance to learn about it.

Arrange to talk regularly as a group about the work and what each youth worker's responsibilities will be. (Be sure to include your own responsibilities as co-worker and team member.) Encourage the youth workers to make suggestions and to volunteer for tasks. Outline responsibilities and make your expectations clear.

One management issue you can expect to effect your morale, as well as youth workers morale, is the problem of repetitive work. It's real life, and jobs are full of it, but it requires special attention and creativity to manage productively.

Keeping Communication Open

Unacknowledged problems cause trouble. Encourage youth workers to talk about anything that seems to be bothering them. Be sensitive to the kinds of clues that young people give when they are unhappy or angry (moodiness, sullenness, etc.), and find out if anything has gone wrong.

Air your own dissatisfactions at the time they arise in a straight-forward manner. If something occurs that is troublesome, explain in a direct way why it is a problem and what can be done to correct the situation.

SELECTING REMEDIAL EDUCATION STAFF: SUGGESTIONS FROM AN EDUCATOR
(Excerpt from Center for Remediation Design, paper by John S. Bakken)

The following suggestions are offered to you from an educator who operates remedial programs, regularly hires staff, is responsible to in-service staff and has reviewed the research.

1. Remedial teachers work with small groups of students. They "table top teach," not lecture. Make sure your remedial teachers are comfortable with teaching at a close proximity to students–even touching. They should be comfortable with voice levels and good eye contact for small groups.

2. Secondary remediation requires that teachers support the emotional needs of students. Select teachers who are empathetic towards students and occasionally call them by their first name. Ask them to tell you about a few favorite students and try to determine if they're aware of the "outside school" situations of these students.

3. Remediation requires lots of varied positive feedback. "Yes," "OK" and "correct" are not enough. Smiling, eye contact, nodding, counting correct answers, interjecting first names of students into the discussion have to be added. Ask the teacher how he or she would set up a lesson to get this type of feedback. Also, ask how they would feel being evaluated using feedback to students as one of the evaluation criteria.

4. Remediation requires well-paced, sequenced, varied instruction. For example, a unit on reading could include discussion of outside reading with varied levels of questions, a directed reading activity with introduction of difficult vocabulary words, introducing concepts using pictures or maps, making a list, compiling a worksheet or writing a different ending. Ask a teacher if he/she is familiar with DRTA instruction (Directed Reading & Thinking Activities). Also, ask how he/she would introduce a reading lesson where the student would be expected to read an instruction guide for equipment assembly.

5. Individualized instruction is the key term in remediation. Teachers should be familiar with testing and diagnosis. In this situation, testing can mean formal testing or "quick and easy" assessments of student ability by analyzing student's oral reading, writing or math work. Review a student's cumulative file with applicants to be sure that they are aware of and can take advantage of all the information available on students. Ask how they might diagnose error patterns in math or reading. Try to determine if the teacher is "child centered" or "subject centered."

6. Remediation must be basic skills related. Remedial teachers cannot teach Social Studies or English grammar. They teach comprehension, vocabulary, word attack skills and math processes related to school content or functional situation. Ask for the applicant's definition of basic skills and how they would teach them – content related and life skills related.

7. Writing and speaking are expressive language skills. Teachers should be proficient in both, and experienced in grading and giving feedback on writing assignments. Keep in mind that we all learn through articulating what we read, hear and experience. That's our background knowledge. It would be appropriate to see something that the applicants have written, even if it's just application questions, and to determine what their experience is in grading writing assignments. Also, they should speak clearly and have a good command of standard English.

8. While all instruction is planned, remedial instruction is planned differently. Lesson plans must set small sequential goals and identify activities, and relate these to previous instruction. Remedial teachers often use lesson plans to make notes on particular student needs, progress, absenteeism, participation, etc. Teachers can be asked to bring their lesson plans with them. Lesson plans can tell a great deal about a teacher's approach to instruction.

9. Instructional strategies for remediation and materials to be used in remediation are unique. Remedial teachers should be familiar with secondary remedial materials and how to use them; or have a plan for finding out what materials are available.

10. Remedial instruction requires flexibility–the ability to adapt to take advantage of situations or do the best you can in a poor teaching situation. Applicants should be required to provide professional references who can provide feedback on how well the applicant handles problem children, challenges, disruptions, etc.

11. Students learn to read by modeling adult reading. Teachers in remedial settings used to be able to express to students what they're doing when they read (i.e., sounding out works, using context clues, using headings, etc.). It would be appropriate to ask applicants to describe how they would relate personal reading difficulties to students.

12. As remediation works its way through the grades, instruction in study skills as a "coping" process to offset some delayed language skill development becomes more important. Secondary remedial teachers should have a working knowledge of test-taking skills, research skills, time management and memorization techniques that comprise needed secondary study skills. Applicants should be able to list 4 general areas of study skills as identified above and be familiar with the SQ3R method of studying.

13. Independent reading will always be a goal of a remedial program. It implies a need for student motivation and reading materials matched to the interest of the student. A good remedial specialist should be able to formally and informally assess interest areas of the students and be familiar with adolescent reading materials.

SAMPLE POST-ASSESSMENT FORMS

The Private Industry Council

The Private Industry Council
Jill L. Elkins
Trainer
503/280-1058
503/280-2313
Youth Employment Institute
1704 N.E. 26th Avenue · Portland, Oregon 97212

APPLICANT "MOST IN NEED" RATING SCALE

APPLICANT NAME:______________________TOTAL POINTS_____CATEGORY___________

CIRCLE THE APPLICABLE POINTS, TOTAL THE PLUSES AND MINUSES TO DETERMINE THE NEED CATEGORY.

ECONOMIC RESOURCES

Economically Disadvantaged	+20
Received Unemployment Insurance	-1
Received Tuition Assistance	-1
Received Disability Payments	-1
Other (non-parent) employment Income	-2

*Total Economic Resources _________

PAST EMPLOYMENT HISTORY -Choose one

Never worked	+15
Seasonal/Temporary/No work Past 5 years	+10
Unemployed Worker-More Than 1 Year	+5
Unemployed Worker-Less Than 1 Year	+3
Currently Underemployed/Part Time/Temp.	0

SKILLS/TRAINING

No Skills-Needs Math/Read/GED Voc/OJT	+20
Minimal Skills-Needs Basic Skills Upgrade, Voc/OJT	+15
Limited Skills, Needs Basic Skills	+10
Significant Skills/Not Marketable/OJT	+5
Marketable Skills-Could Use OJT	0

*Total Employment/Skills ____________

FAMILY STATUS (Choose One)

Number of Dependents Under 18	Single Parent Points	Two-Parent Points
1	+2	+1
2	+4	+2
3	+6	+3
4	+8	+4
5	+10	+5

SIGNIFICANT CHARACTERISTICS

EDUCATION COMPLETED (Choose One)

Grade 8 or less	+15
Grade 9 thru 11	+10
Grade 12 (HS/GED)	+5
Grade 13	+3
Grade 14	+2
Grade 15	+1
Grade 16	0

OTHER (Circle All Appropriate)

Youth (21 & Under)	+5
Older Worker (55+)	+5
Displaced Homemaker	+5
Limited English Language skills	+5
Refugee	+5
Handicapped (Fed. Regs. Defin.)	+5
Veteran	+5
Offender/Ex-Offender	+5
Minority	+5

*Total Family Status/Characteristics ____________

Totals

Economic Resources _____

Family Status/Characteristics _____

Employment/Skills _____

TOTAL POINTS__________

Check box which corresponds to total points:

Category A 0-40 / /
Category B 41-50 / /
Category C 51- / /

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A181 230

Individual Competency Acquisition Record for Pre-employment and Work Maturity Skills

Participant Name: ______________________ Social Security # __________

Program Operator: ______________________

Entry Date: ______________________ Exit Date: ______________________

KEY TO PROGRESS RECORD

[+] Tested Through	[X] Mastered as Result of Training
[/] Working on, Assigned	[ ] Not Assigned or Offered

* [+] [X] indicates complete and acceptable product or mastery test in participant file

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LA 1. PRE-EMPLOYMENT

	Progress Record		
	Status*	Date	Total Instructional Hours
LA 1.1. MAKING CAREER DECISIONS			
• Determine job preference	[ ]		
• Determine preferred job characteristics	[ ]		
LA 1.2. DEVELOPMENT OF CAREER PLAN			
• Determine kind of education/training and/or work	[ ]		
experience needed for preferred job	[ ]		
LA 1.3. USING LABOR MARKET INFORMATION			
• Identify job opportunities	[ ]		
• Identify org/companies where preferred jobs are found	[ ]		
• Contact potential employers by phone or in person to arrange interviews	[ ]		
LA 1.4. BUDGET AND MONEY MANAGEMENT			
• Monthly budget	[ ]		
• Bank accounts	[ ]		
• Salary withholdings	[ ]		
• Employee benefits	[ ]		
LA 1.5. RESUME PACKAGE			
• Resume Writing	[ ]		
• Cover Letter	[ ]		
LA 1.6. JOB APPLICATIONS			
• Accurate completion of forms	[ ]		
LA 1.7. INTERVIEWS			
• Personal appearance	[ ]		
• Practice for success	[ ]		

(OVER)

Center for Human Resources
Brandeis University, 1989

LA 2. WORK MATURITY (Summary of Worksite Performance Reports on File)

	Progress Record					
	1	2	3	4	5	6
DATE OF REPORT						
HOURS ON SITE						
LA 2.1. POSITIVE WORK ATTITUDES/BEHAVIORS						
RATING:						
LA 2.2. PERSONAL APPEARANCE						
RATING:						
LA 2.3. ATTENDANCE						
RATING:						
LA 2.4. PUNCTUALITY						
RATING:						
LA 2.5. RELATIONSHIP WITH OTHER WORKERS/PEERS						
RATING:						
LA 2.6. RELATIONSHIP WITH SUPERVISORS/AUTHORITY						
RATING:						
LA 2.7. TASK COMPLETION						
RATING:						

JTPA

YOUTH EMPLOYMENT COMPETENCY SYSTEM

THE KANSAS MODEL

Developed by:

KANSAS YOUTH PROGRAM
ADVISORY COMMITTEE

Revised January 1989

Participant Name:____________________________ SSN:_________________

Competency Statement #1 -- "Being Consistently Punctual"

The participant demonstrates capability in being consistently punctual by being on time, present at program station, and ready to commence activities 90% of the time (covering a pre-determined period of at least 20 consecutive working days), with prior notification of tardiness given and excuse received and accepted in all instances, as evidenced by observation measurement procedure, time records or narrative reports.

Instructions

The participant should be scored on how well he/she performs in the "being consistently punctual" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the above competency statement.

Assessment

Each day of the twenty day period counts for 5 points.

Possible Points __100__

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

______________________________ ______________
Rater's Signature Date

Participant Name:______________________________ SSN:__________________

Competency Statement #2 -- "Maintaining Regular Attendance"

The participant demonstrates capability in maintaining regular attendance by coming to and remaining at attendance site during the assigned hours 95% of the time (covering a pre-determined period of at least 20 consecutive working days and including the two halves of each day), with acceptable notification of absence given and excuse received and accepted in all situations, as evidenced by observation and documented by attendance records, or narrative reports.

Instructions

The participant should be scored on how well he/she performs in the "maintaining regular attendance" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the above competency statement.

Assessment

Each half day of the twenty day period counts for 2-1/2 points.

Possible Points __100__

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

Rater's Signature ______________________ Date __________

Work Maturity Post Assessment

Participant Name:____________________________ SSN:__________________

Competency Statement 3 -- "Demonstrating Positive Attitudes/Behavior"

The participant demonstrates capability in demonstrating positive attitudes/behavior by attaining a score of 75% on the following indicators (covering a pre-determined period of at least 20 consecutive working days), as determined by observation measurement procedure, and rating quality and frequency of actions.

Instructions

The participant should be scored on how well he/she performs in the "demonstrating positive attitudes/behavior" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the following scale.

5 - Excellent --> Superior Performance (100% of time)
4 - Very Good --> Outstanding Performance (80-99%)
3 - Satisfactory --> Acceptable Performance (70-79%)
2 - Fair --> Below Average Performance (60-69%)
1 - Needs Improvement --> Unacceptable Performance (59- 0%)

Assessment

Indicators **Score (1-5)**

A. Conducting self properly -- The participant adheres to established site rules, regulations, personnel policies, and safety practices; he/she abstains from illegal actions and remains free from the influence of chemicals on the job. ______

B. Participating in active/interested fashion -- The participant shows enthusiasm, attentiveness, and willingness to learn his/her assigned duties. ______

C. Being dependable -- The participant exhibits proper and consistent work habits and does what he/she says will be done. ______

D. Accepting assignments without complaint -- The participant does not talk back to supervisor, give excuses, refuse to perform, gripe about repetitive work, or act in an insubordinate manner. ______

E. Assuming responsibility -- The participant carries out assigned tasks without undue prompting, urging, or ultimatums. ______

Assessment Indicators	**Score** (1-5)
F. Showing initiative -- The participant finds new things to do when job is done; he/she readily seeks additional assignments when able; exhibits desire to grow/advance; and offers appropriate suggestions for improvement.	____
G. Exhibiting concern for quality of work -- The participant performs work carefully and diligently, and patiently seeks to produce outcomes, services, or products that conform to established standards.	____
H. Acting honestly -- The participant is truthful when reporting facts and events; he/she does not lie or steal.	____

Possible Points 40

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

Rater's Signature ________________ Date ________

Participant Name:______________________________ SSN:___________________

Competency Statement #4 -- "Presenting Appropriate Appearance"

The participant demonstrates capability in presenting appropriate appearance by attaining a score of 80% on the following indicators (covering a pre-determined period of at least 20 consecutive working days), as determined by observation, and rating quality and frequency of actions.

Instructions

The participant should be scored on how well he/she performs in the "presenting appropriate appearance" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the following scale.

5 - Excellent	--> Superior Performance	(100% of time)
4 - Very Good	--> Outstanding Performance	(80-99%)
3 - Satisfactory	--> Acceptable Performance	(70-79%)
2 - Fair	--> Below Average Performance	(60-69%)
1 - Needs Improvement	--> Unacceptable Performance	(59- 0%)

Assessment

Indicators **Score (1-5)**

A. Maintaining personal hygiene -- The participant exhibits clean hair, skin, nails, teeth, ears, and nose, as well as an absence of objectionable odor. ______

B. Wearing appropriate clothing -- The participant is garbed in acceptable attire, including uniforms, in accordance with the established or implied dress code. ______

C. Being neat -- The participant demonstrates acceptable personal presentation and grooming, including proper fit and condition of clothes and footwear, cut of hair, trim of beards, goatees, or moustaches, style of nails, and use of cosmetics. ______

Assessment

Indicators **Score (1-5)**

D. Having requisite tools and equipment -- The participant displays all necessary accessories, and wears protective apparatus as required. (Use "NA" as appropriate, dropping the total possible points to "15", if used). ____

Possible Points __20__
(15 if NA is utilized)

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

Rater's Signature __________ Date ________

Work Maturity Post Assessment

Participant Name:______________________________ SSN:_________________

Competency Statement #5 -- "Exhibiting Good Interpersonal Relations"

The participant demonstrates capability in exhibiting good interpersonal relations by attaining a score of 75% on the following indicators (covering a pre-determined period of at least 20 consecutive working days), as determined by observation measurement procedure, and rating quality and frequency of actions.

Instructions

The participant should be scored on how well he/she performs in the "exhibiting good interpersonal relations" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the following scale.

5 - Excellent	--> Superior Performance	(100% of time)
4 - Very Good	--> Outstanding Performance	(80-99%)
3 - Satisfactory	--> Acceptable Performance	(70-79%)
2 - Fair	--> Below Average Performance	(60-69%)
1 - Needs Improvement	--> Unacceptable Performance	(59- 0%)

Assessment

Indicators **Score (1-5)**

A. Interacting with supervisor in an appropriate manner -- The participant maintains harmonious and cooperative relationships with supervisor in work environment, showing respect, cordiality, sensitivity, and an appropriate demeanor. _____

B. Accepting constructive criticism and guidance -- The participant reacts appropriately to authority, and receives feedback regarding job performance without protest; he/she attempts to remedy any "problem", e.g. by redoing unacceptable work. _____

C. Interacting with co-workers in an acceptable manner -- The participant maintains harmonious and cooperative relationships with other employees in work environment, showing respect, cordiality, sensitivity, and appropriate demeanor. _____

D. Communicating clearly -- The participant expresses thoughts/ideas in an understandable manner. _____

Assessment

Indicators	**Score** (1-5)
E. Using appropriate language -- The participant refrains from using profanity or making discriminatory remarks.	____
F. Showing consideration for the property of others -- The participant demonstrates respect for the belongings of other people and for the facility, refraining from misusing or damaging same.	____
G. Interacting with the public in an acceptable manner -- The participant exhibits sincerity, courtesy, friendliness, helpfulness, and discretion/tact to individuals other than supervisors and co-workers. (Use "NA" as appropriate, dropping total possible points to "30", if used.)	____

Possible Points (30 if NA is utilized) 35

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

Rater's Signature

Date

Participant Name:______________________________ SSN:_________________

Competency Statement #6 -- "Completing Tasks Effectively"

The participant demonstrates capability in completing tasks effectively by attaining a score of 75% on the following indicators (covering a pre-determined period of at least 20 consecutive working days), as determined by observation, and rating quality and frequency of actions.

Instructions

The participant should be scored on how well he/she performs in the "completing tasks effectively" category. Worksite supervisors, instructors, counselors, or other raters should review the participant's actions, and objectively score performance according to the following scale.

5 - Excellent	--> Superior Performance.	(100% of time)
4 - Very Good	--> Outstanding Performance	(80-99%)
3 - Satisfactory	--> Acceptable Performance	(70-79%)
2 - Fair	--> Below Average Performance	(60-69%)
1 - Needs Improvement	--> Unacceptable Performance	(59- 0%)

Assessment

Indicators	Score (1-5)
A. Following directions -- The participant executes written and/or oral instructions.	______
B. Seeking clarification and assistance as needed -- The participant asks appropriate questions regarding tasks to be performed.	______
C. Working within "chain of command" as team member or on own, as appropriate -- The participant is aware of and reports to proper individuals for various situations (e.g. time off, sickness, work related difficulties).	______
D. Priortizing the tasks involved in assignments -- The participant demonstrates the capacity to organize and sequence tasks in order of importance.	______
E. Completing tasks in a timely manner -- The participant manages time and completes tasks efficiently within established deadlines; he/she works at steady speed/acceptable pace.	______

Assessment ____

Indicators **Score (1-5)**

F. Completing tasks in a thorough manner -- The participant accurately and effectively completes assigned tasks in their entirety, works productively with attention to detail, and satisfies related substantive, procedural, and/or quantitative requirements and specifications. ______

G. Working under pressure and adapting to new/different circumstances -- The participant demonstrates ability to handle frustration, stress, and unexpected changes in assignments. ______

H. Performing requisite share of work and giving extra effort when needed -- The participant completes his/her portion of the workload, taking on additional tasks when required. ______

I. Functioning without being easily distracted -- The participant stays on task; he/she does not daydream, socialize inappropriately, or have his/her attention directed by external interruptions. ______

J. Admitting mistakes and continuing to try in spite of setbacks -- The participant recognizes own errors and makes appropriate corrections as needed; he/she persists and keeps on striving despite difficulties. ______

K. Stopping work only at proper times -- The participant works during assigned work periods, taking breaks and leaving only as scheduled. ______

L. Working independently and exercising judgment -- The participant performs tasks with minimal supervision, and makes appropriate decisions objectively and adequately, according to the situation presented. ______

M. Solving problems and resolving conflicts -- The participant perceives barriers to finishing assigned job and finds appropriate ways to cope with and/or overcome obstacles to getting work done, seeks satisfactory solutions to quandries/disputes, attempts to negotiate differences of opinion, maintains self control, refrains from verbal abuse and physical violence, and settles disagreements in an acceptable manner. ______

N. Keeping personal life from interfering with work -- The participant does not allow domestic and/or social situations to intrude in the workplace, e.g. makes appropriate day care and/or transportation arrangements, handles marital, health, housing, and financial problems during off-work hours; he/she appears rested, attentive, and alert to work. ______

Assessment ______________________________

Indicators	**Score** (1-5)
O. Keeping work area and equipment clean and free from preventable hazards -- The participant maintains work station, machinery, tools and materials/supplies in accordance with operative requirements, and complies with applicable "set-up" and "break down" routines.	____

Possible Points 75

Total Achieved ________

Percentage ________

Attempt Number: 1 2 3 4 5 ________

Competency Attained? Yes _____ No _____

304

______________________________ ____________
Rater's Signature Date

PRE-EMPLOYMENT COMPETENCIES PRE- AND POST-ASSESSMENT

Name_______________________________ SS#____/___/_____

School___________________Instructor____________________

Enrollment Date___/___/____ Completion Date___/___/____ Hours Completed____

I certify that the student has received training in the areas indicated.

Instructor Signature______________________________Date___/___/_____

Representative Signature______________________________Date___/___/_____

Competency Statement	PRE	POST
(1 - Yes, 0 No)		
#1 – "Making Career Decisions"		
A. States two personal values related to work		
B. States two personal interests related to work		
C. States two skills/abilities applicable to job		
D. Makes a career choice		
Total points achieved		
#2 – "Using Labor Market Information"		
A. States two sources of employment opportunities		
B. States average Iwages, demand, training		
C. Identifies 2 employers by occupational area		
D. Identifies 2 employers in local area		
E. IIdentifies two schools in chosen occupation		
Total points achieved		
#3– "Preparing Resumes"		
A. Neatness		
B. Organization		
C. Free of spelling and grammar errors		
D. Completeness		
E. Positive communication		
Total points achieved		
#4– "Filling OUt Applications"		
A. Following directions		
B. Completeness		
C. Responses are free from errors		
D. Application is neat		
Total points achieved		
#5– "Interviewing"		
A. Appearance		
B. Two easons why program services are required		
C. Speaks in articulate and understandable fashion		
D. Two questions related to program		
E. Eye contact		
Total points achieved		

A-197

WORK MATURITY PRE- and POST-ASSESSMENT

Name________________________ SS#___/___/_____

School________________ Instructor________________

Enrollment Date___/___/___ Completion Date___/___/___ Hours Completed___

I certify that the student has received training in the areas indicated.

Instructor Signature________________________ Date___/___/_____

Representative Signature________________________ Date___/___/_____

WORK MATURITY PRE-ASSESSMENT

Level A
1=Yes 0=No

___ A. Participant has not worked full-time for 90 days
___ B. Participant does not provide written recommendation from previous employer.
___ C. Participant has been fired from at least one job.

Documented checks on two or more above affirm need for all six work maturity competencies. If at least two are not documented, assess participant at Level B.

Level B

___ A. Is late for appointment and/or has record of tardiness.
___ B. Fails to arrive for appointment and/or has record of poor attendance
___ C. Behaves improperly or disruptively and/or has record of same.
___ D. Dresses inappropriately and/or has record of unacceptable appearance
___ E. Acts discourteously or uncooperatively and/or has record of same.
___ F. Exhibits inability to fulfill requirements or complete tasks

Substantiated check on any line (A-F) affirms need in that particular work maturity competency. If a line is not checked, assess participant at Level C.

Level C

DURING FIRST TWO WEEKS AT SITE, PARTICIPANT
___ A. Is late more than once without acceptable excuse.
___ B. Fails to arrive and/or stay more than once without acceptable excuse.
___ C. Behaves improperly or disruptively.
___ D. Dresses inappropriately
___ E. Acts discourteously or uncooperatively.
___ F. Exhibits inability to fulfill requirements or complete tasks

Substantiated check on any line (A-F) affirms need in that particular work maturity competency.

WORK MATURITY POST-ASSESSMENT

Competency Statement		Attained	Date
#1 – "Being Consistently Punctual" (90% for 20 days)		___	___
#2 – "Maintaining Regular Attendance" (95% for 20 days)		___	___
#3 – "Demonstrating Positive Attitudes/Behavior" (Rated on a scale of 5 - 1			
A. Conducts self properly	___		
B. Participates in active/interested fashion	___		
C. Is dependable	___		
D. Accepts assignments without complaint	___		
E. Assumes responsibility	___		
F. Shows initiative	___		
G. Exhibits concern for quality of work	___		
H. Acts honestly	___		
Receives 75% of possible 40 points		___	___
#4 – "Presenting Appropriate Appearance"			
A. Maintains personal hygiene	___		
B. Wears appropriate clothing	___		
C. Is neat	___		
D. Has requisite tools and equipment	___		
Receives 75% of possible 20 points		___	___
#5 – "Exhibiting Good Interpersonal Relations"			
A. Interaction with supervisor	___		
B. Accepts constructive criticism and guidance	___		
C. Interaction with co-workers	___		
D. Communicates clearly	___		
E. Uses appropriate language	___		
F. Shows consideration for property of others	___		
G. Interacts with public in acceptable manner	___		
Receives 75% of possible 35 points		___	___
#6 – "Completing Tasks Effectively"			
A. Follows\ directions	___		
B. Seeks clarification and assistance	___		
C. Works within "chain of command"	___		
D. Prioritizes tasks involved in assignments	___		
E. Completes tasks in timely manner	___		
F. Completes tasks in thorough manner	___		
G. Works under pressure and is adaptable	___		
H. Performs requisite share of work	___		
I. Functions without being distracted	___		
J. Admits mistakes and continues after setbacks	___		
K. Stops work only at proper times	___		
L. Works independently and exercises judgment	___		
M Solves problems and resolves conflicts	___		
N Keeps personal life from interfering with work	___		
O. Keeps work area and equipment clean	___		
Receives 75% of possible 75 points		___	___

CR
CAREER RESOURCES

NORTH CENTRAL INDIANA PRIVATE INDUSTRY COUNCIL, INC.

THE WORK CONNECTION
402 North Broadway Peru, Indiana 46970 (317) 473-5571

* LWE	COOP/In-school program
OWE	Volunteer Employment
Tryout	Unsubsidized job
OJT	

NCIPIC Pre-Employment/Work Maturity Tracking Form

To be competent, a participant must obtain all 17 pre-employment/work maturity skills.

Participant Name ____________________ Social Security Number ____________

Skills Pre-employment	Actual Pre-Test Percentage	Pre-Test Passing Percentage	Is assistance Required Y/N	Activity* /Site	Actual Post-Test Percentage	Post-Test Passing Percentage	Completed Skill	Staff Initials
1. Knowledge of Career Decision Making	______	80%	______	CRT Generic	______	80%	1. Y/N DATE ______	______
2. Knowledge of Labor Market Information	______	80%	______	CRT Generic	______	80%	2. Y/N DATE ______	______
3. Knowledge of Resumes	______	80%	______	CRT Generic	______	80%	3. Y/N DATE ______	______
4. Knowledge of Applications	______	80%	______	CRT Generic	______	80%	4. Y/N DATE ______	______
5, Knowledge of Interviews	______	80%	______	CRT Generic	______	80%	5. Y/N DATE ______	______
6. CONDUCTING CAREER DECISION MAKING	______	80%	______	CRT Generic	______	80%	6. Y/N DATE ______	______
7. UTILIZING LABOR MARKET INFORMATION	______	80%	______	CRT Generic	______	80%	7. Y/N DATE ______	______
8. PREPARING RESUMES	______	80%	______	CRT Generic	______	80%	8. Y/N DATE ______	______
9. FILLING OUT APPLICATIONS	______	80%	______	CRT Generic	______	80%	9. Y/N DATE ______	______
10. NEGOTIATING INTERVIEWS	______	80%	______	CRT Generic	______	80%	10. Y/N DATE ______	______
Work-Maturity								
11. Knowledge of Proper Work Habits, Attitudes and Behaviors	______	80%	______	CRT Generic	______	80%	11. Y/N DATE ______	______
	Circle Form that Determined Need							
12. PUNCTUALITY	A B C		______	______	______	90%	12. Y/N DATE ______	______
13. ATTENDANCE	A B C		______	______	______	95%	13. Y/N DATE ______	______
14. ATTITUDE/BEHAVIOR	A B C		______	______	______	80%	14. Y/N DATE ______	______
15. APPEARANCE	A B C		______	______	______	80%	15. Y/N DATE ______	______
16. INTERPERSONAL RELATIONS	A B C		______	______	______	80%	16. Y/N DATE ______	______
17. TASK COMPLETION	A B C		______	______	______	80%	17. Y/N DATE ______	______

Were all required skill goals achieved? If yes, student is competent in PE/WM Competency, and certificates may be given.

Yes ______ No ______ Date ______

Did student need training in at least 5 of the skills in capital letters (#6-10 or #12-17)?

Yes ______ No ______

If yes on both questions, PE/WM Competencies have been acheived and a positive termination can be taken.

Participant Signature ____________________ Date ______

Staff Signature ____________________ Date ______

Post-Assessment Section

Pre-Employment/Work Maturity
Pre-Tests, Post-Tests,
Instructions for Scoring,
EDP & Job Skills
Assessment

by HTCOG
Waco, Texas

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CAREER DECISION-MAKING
Post-Assessment

Benchmark: The participant demonstrates ability in career decision-making by obtaining a score of 80% on this career decision-making exercise.

Rater: This involves one-on-one communication with the participant. Please review the questions below & initiate a conversation incorporating the topics below. Then rate the participant on each item.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Items to be Rated	Score	Comment
1. Identify a specific career field based on your interest, skills, values, &/or training (if any)		
2. State five (5) personal values that you feel are related to work or the type of work you are interested in.		
3. State five (5) personal interest and discuss how these 5 interest would relate to the type of work you are interested in.		
4. Identifying what type, if any, of training & education is needed for the field of interest you mentioned.		
5. Identify five (5) occupations within your field of interest.		
6. Identify five (5) of the responsibilities & duties of five (5) occupations within your career interest.		
7. Identify a salary range for your particular field of interest.		
8. Identify five (5) local (surrounding area) employers where you might find work related to your career interest.		
9. Rater tells participant that they must move to another city & find a new job. Ask the participant if they would look for the same type of work they had done previously. Does s/he demonstrate an awareness that some of their previous jobs' duties, responsibilities &/or skills can be utilized in other occupations? If yes, what kind? (Rater must attempt to have a detailed discussion with participant before participant is evaluated on this item).		
10. Does the participant have an understanding of how & when to change jobs? (Rater can tell a story or give an example & ask participant what they would do in that particular situation.		

Possible Points ___50___
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (Multiply total achieved by 2 to get percentage)

______ Competency has been attained. (80%).
______ Competency has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

LABOR MARKET INFORMATION

Post-Assessment

Benchmark: Participant demonstrates capability in using labor market information by attaining a score of 80% on this instrument.

Rater: This involves one-on-one communication with the participant. Please review the items below & initiate a conversation with the participant on the topics below. Then rate the participant on each item.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Items to be rated: (Write any comments or student responses on back).

___ 1. Define any five (5) of the following terms from the world of work: unemployment rate vocational counseling, Texas Employment Commission, lay-off, classified ads, payroll deductions, labor unions, SSN, F.I.C.A., or any other terms or abbreviations used in job ads or job descriptions.

___ 2. List five (5) sources of job information/openings (ie. Phone book--yellow pages, classified ads, Job Service, employment agencies, personnel departments, etc.).

___ 3. List five (5) kinds of information that can be found in a want-ad and what section of the paper these can be found in (ie. positions available, educational requirements for certain positions, if past experience is required, if applicants must provide their own tools or supplies, if position is part-time/full-time, how to apply for the positions, deadline date for applying for these positions).

___ 4. List and explaining five (5) reasons why someone might lose their job (not necessarily fired), (ie. plant closing, lay-offs, fired for insubordination or incompetency).

___ 5. List five (5) service (other than listing job openings) that the State Employment Service offers.

___ 6. List five (5) occupations that interest you and what career cluster they fall into.

***If youth does not identify a specific career field, place a 0 in the blanks beside 7 & 8.*

___ 7. Explain five (5) reasons why the above occupations interest you.

___ 8. List five (5) local (area) employers who hire people for the occupations you are interested in.

___ 9. List five (5) responsibilities that you have as an employee. (ie. following work rules & procedures; being punctual & maintaining a good attendance record; striving to do their best work; maintaining a neat & orderly work space; etc.)

___ 10. List five (5) responsibilities of an employer...what employees expect from their employer. (ie. providing safe working conditions; treating all employees in a fair manner; making sure employees get benefits they are entitled to; promotions; special pay; etc.)

Possible Points ___50___
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (Multiply total achieved by 2 to get percentage)

I certify the above benchmark has been attained. (80%)

I certify the above benchmark has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

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RESUME RATING FORM

Post-Assessment

Benchmark: Participant demonstrates capability in the preparation & writing of resumes as demonstrated by attaining a score of 80% on this instrument.

Rater: Score each indicator & attach the resume/employment brief used to accomplish the rating.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Indicators:

	Score	Comment
1. Is the resume is neatly typed or printed.		
2. Does the resume contain identifying information?		
3. Is the resume is free of spelling errors.		
4. Is the resume is free of grammatical errors.		
5. Is the resume is clearly organized?		
6. Does the resume contains educational background information.		
7. Does the resume clearly states career goal/s / interest or employment objective.		
8. Does the resume contain past employment experience information, if applicable.		
9. Is the resume is attractively arranged.		
10. Does the resume list references or make appropriate reference comments.		

Possible Points 50
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (Multiply total achieved by 2 to get percentage)

______ Competency has been attained. (80%)

______ Competency has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

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JOB APPLICATION RATING FORM

Post-Assessment

Benchmark: Participant demonstrates capability in the preparation & filling out of an application as demonstrated by attaining a score of 80% on this instrument.

Rater: Score each indicator & attach the resume/employment brief used to accomplish the rating.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Indicators:

	Score	Comment
1. Is the application filled out in neat manner. (No cross-outs).		
2. Is the application legible. (If printed by hand writing can be read. If typed, typing is neat & uniform. If white-out is used, it is neatly applied on paper?)		
3. Have all items been completed or filled in with N/A.		
4. Are educational & job history in a specified order (most recent to least recent).		
5. Are all words spelled correctly & appropriate grammar, capitalization, & punctuation used (in reference to spelling, this may be waived if applicant has dyslexia		
6. Has information been placed in the appropriate space provided.		
7. Has application been signed by the applicant (can be waived if applicant physically unable to sign it).		

Possible Points ___35___
Total Achieved _______(No score less than 3 allowed for competency attainment)
Percentage _______(Multiply total achieved by 2.86 to get percentage)

_______ Competency has been attained (80%).

_______ Competency has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

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INTERVIEW RATING FORM

Post-Assessment

Benchmark: Participant demonstrates capability in interviewing as demonstrated by attaining a score of 80% on this instrument.

Rater: Participant should be scored on how well s/he performs in a simulated interview situation.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Indicators:

___ 1. Did the participant arrive on time?

___ 2. Did the participant maintain a proper demeanor throughout the interview?

___ 3. Was the participant well groomed?

___ 4. Was the participant appropriately dressed?

___ 5. Did the participant begin the interview with a friendly greeting & a firm handshake?

___ 6. Did the participant express him/herself clearly & use appropriate grammar? (avoided slang)

___ 7. Did the participant present him/herself in a confident manner?

___ 8. Did the participant maintain good eye contact with the interviewer?

___ 9. Did the participant appear interested & enthusiastic?

___ 10. Was participant's responses concise, direct, & open-ended. Did the participant volunteer information?

___ 11. Did the participant state relevant qualifications or experience & what s/he had to offer the program/prospective employer?

___ 12. Did the participant avoid mentioning personal weaknesses or making negative comments? (except disabilities)

___ 13. Did the participant ask appropriate questions about the working & training conditions/jobs/company/benefits? (whichever is applicable)

___ 14. Was the participant knowledgeable about the program/prospective employer?

___ 15. Did the participant avoid annoying mannerisms & poor posture?

___ 16. Did the participant exit the interview with a friendly thank you & firm handshake?

Possible Points ___80
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (Multiply total achieved by 2 to get percentage)

______ Competency has been attained (80%).

______ Competency has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

BEING CONSISTENTLY PUNCTUAL
POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in being consistently punctual by being on time, present at the training site &/or worksite, & ready to commence activities 90% of the time (covers a pre-determined 20 consecutive work day period), with prior notification given if youth is tardy & an excuse was given & accepted in all instances. Evidence used was time cards/sheets/records/report forms & narrative reports.

Instructions: Score participant on being consistently punctual. Raters/worksite supervisors/ training site supervisors/counselors/instructors should objectively score the participant according to benchmark statement.

________ Number of days participant was on time at the worksite & ready to commence work.

________ **Total Points Achieved** [Possible Points 100 (five (5) points for each day of the 20 day period)]

______ Competency benchmark has been attained (90%).

______ Competency benchmark has not been attained.

* Can monitor at worksite or training site.
** Notes & comments should be included for non-attainment.

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MAINTAINING REGULAR ATTENDANCE
POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in maintaining a regular attendance record by coming to and staying at the training site &/or worksite for the assigned time 95% of the time (covers a pre-determined 20 consecutive work day period and includes the two halves of each day), with prior notification of absence given & excuse was received & designated as acceptable in all situations. Evidence used was time cards/sheets/records/report forms & narrative reports.

Instructions: Score participant on how well they do on maintaining regular attendance. Raters/worksite supervisors/training site supervisors/counselors/instructors should objectively score the participant according to benchmark statement.

* Can monitor at worksite or training site.

________ Number of days participant was in attendance during 20 day period.

________ **Total Points Achieved** [Possible Points 100 (two & one half (2 1/2) points for each half day of the 20 day period)]

______ Competency benchmark has been attained (95%).

______ Competency benchmark has not been attained.

** Notes & comments should be included for non-attainment.

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DEMONSTRATING POSITIVE ATTITUDES / BEHAVIOR
POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in demonstrating positive attitudes/behavior by attaining a score of 80% on this form (covers a pre-determined 20 consecutive work day period).

Instructions: Participant should be scored on how well s/he performs on demonstrating positive attitudes/behavior. Raters/counselors, worksite supervisors, training site supervisors, & instructors should objectively score each item according to the following scale.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
0 - No Answer/Wrong	No Response or Incorrect	(Not Applicable)

Indicators:

___ 1. Did the participant conduct him/herself properly?

___ 2. Did youth participate in an interested & active manner?

___ 3. Did participant work with co-workers in a compatible manner?

___ 4. Did youth show initiative by requesting further assignments upon completion of tasks?

___ 5. Was participant dependable?

___ 6. Did participant interact with his/her supervisor in an appropriate manner?

___ 7. Did participant accept responsibility & assignments without complaining?

___ 8. Did participant organize & prioritize tasks in work assignments?

___ 9. Did participant exhibit concern for the quality of work s/he did?

___ 10. Did participant seek clarification & assistance when needed?

Possible Points ____50____
Total Achieved __________ (No score less than 3 allowed for competency attainment)
Percentage __________ (Multiply Total Achieved by 2 to get percentage)

_____ Competency benchmark has been attained (80%).

_____ Competency benchmark has not been attained.

** Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

PRESENTING APPROPRIATE APPEARANCE

POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in presenting appropriate appearance by attaining a score of 80% on this form (covers a pre-determined 20 consecutive work day period).

Instructions: Participant should be scored on how well s/he performs on presenting appropriate appearance. Raters/counselors, worksite supervisors, training site supervisors, & instructors should objectively score each item according to the following scale.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
N/A - Not Applicable	Does not apply to Participant	

Indicators: (Can monitor at worksite or training site.)

___ 1. Did participant maintain personal hygiene (exhibiting clean hair, skin, nails, teeth, ears, nose &absence of objectionable odor)?

___ 2. Did participant ware appropriate clothing (attire, jewelry, & other accessories that are in accordance with established or implied dress code)?

___ 3. Was participant neat (clothes are clean & pressed-- shoes are clean &/or polished)? Was cut of hair, trim of beard, style of nails & use of cosmetics is neat & acceptable?

___ 4. Having requisite tools & equipment (displaying necessary uniforms, accessories, protective apparatus).

For Item 4

****Use N/A if not applicable. Drop Possible Points down from 20 to 15*****

Possible Points __20__ (15 if N/A used in item 4)
Total Achieved _______ (No score less than 3 allowed for competency attainment)
Percentage _______ (Multiply total achieved by 5 to get percentage if 20 possible)
(If 15 possible, then multiply score by 6.67)

_____ Competency benchmark has been attained (80%).

_____ Competency benchmark has not been attained.

* Comments & notes should be added for each score less than a "3" Comments should be relevant to items scored. Please attach worksheets used.

EXHIBITING GOOD INTERPERSONAL RELATIONS
POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in exhibiting good interpersonal relations by attaining a score of 80% on this form (covers a pre-determined 20 consecutive work day period).

Instructions: Participant should be scored on how well s/he performs on exhibiting good interpersonal relations. Raters/counselors, worksite supervisors, training site supervisors, & instructors should objectively score each item according to the following scale.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)
N/A - Not Applicable	Does not apply to Participant	

Indicators:

___ 1. Did participant interact with co-workers in an appropriate manner?

___ 2. Did participant interact with supervisor in an appropriate manner?

___ 3. Did participant exhibit a positive attitude when working with co-workers?

___ 4. Did participant request assistance from co-workers in a friendly & appropriate manner?

___ 5. Did participant render assistance to co-workers?

___ 6. Could participant accept constructive criticism & guidance?

___ 7. Did participant communicate clearly & effectively?

___ 8. Did participant use appropriate language?

___ 9. Did participant show consideration for the property of others?

___ 10. Was the participant willing to listen to new ideas?

___ 11. Did the participant interact with the public in an acceptable manner?

For Item 11
*****Use N/A if not applicable. Drop Possible Points down from 55 to 50*****

Possible Points ___55___ (50 if N/A used in item 11)
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (If 55 possible, then multiply Total Achieved by 1.82) *
(If 50 possible, then multiply total achieved by 2)

______ Competency benchmark has been attained (80%).

______ Competency benchmark has not been attained.

* Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

** Can monitor at worksite or training site.

© Willow Park Educational Serv

COMPLETING TASKS EFFECTIVELY
POST-ASSESSMENT INSTRUMENT

Benchmark: Participant demonstrates capability in completing tasks effectively by attaining a score of 80% on this form (covers a pre-determined 20 consecutive work day period).

Instructions: Participant should be scored on how well s/he performs on completing tasks effectively. Raters/counselors, worksite supervisors, training site supervisors & instructors should objectively score each item according to the following scale.

5 - Excellent	Superior Performance	(100% proficiency)
4 - Very Good	Outstanding Performance	(80-99% proficiency)
3 - Satisfactory	Acceptable Performance	(70-79% proficiency)
2 - Fair	Below Average Performance	(60-69% proficiency)
1 - Needs Improvement	Unacceptable Performance	(59% and below.)

Indicators: (Can monitor at worksite or training site.)

___ 1. Does participant follow directions and carry out instructions?

___ 2. Does participant seek clarification & assistance as needed?

___ 3. Does youth work as a team member & within chain of command or on their own?

___ 4. Does participant organize & priortize tasks?

___ 5. Does participant complete tasks in a timely manner?

___ 6. Does participant tasks in a thorough manner?

___ 7. Does participant work under pressure & adapt to new situations & circumstances?

___ 8. Does participant perform equal share of work & give extra effort when needed?

___ 9. Does participant function without being easily distracted?

___ 10. Does participant admit mistakes & continue in spite of setbacks?

___ 11. Does participant strive to solve problems & resolve conflicts?

___ 12. Does participant stop work only at proper times?

___ 13. Does participant work independently & exercise good judgement?

___ 14. Does participant keep personal life from interfering with work?

___ 15. Does participant keep work area & equipment clean & free from preventable hazards?

Possible Points 75
Total Achieved ______ (No score less than 3 allowed for competency attainment)
Percentage ______ (Multiply score by 1.33)

______ Competency benchmark has been attained (80%).

______ Competency benchmark has not been attained.

* Comments & notes should be added for each score less than a "3". Comments should be relevant to items scored. Please attach worksheets used.

Participant ______________________________ SSN __________________________
Staff ___________________________ Site ___________________ Date _____________

Master Pre-Employment/Work Maturity Needs Acquisition Record (Post-Documentation).

Competency	Determined as Requiring Assistance Yes/No-Date	Intervention Strategy(ies) Prescribed in EDP	Evaluated as Achieving Competency (Yes/No - and Date)
JOB SEEKING (Pre-Employment)			
1. Making Career Decisions	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
2. Using Labor Market Info.	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
3. Preparing Resumes	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
4. Filling Out Applications.	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
5. Interviewing	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
JOB KEEPING (Work Maturity)			
6. Being Consistently Punctual	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
7. Maintaining Regular Attendance	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
8. Demonstrating Positive Attitude/Behavior	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
9. Presenting Appropriate Appearance	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
10. Exhibiting Good Interpersonal Relations	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date
11. Completing Tasks Effectively	__Y __N ______ Date	________________ ________________	__Y __N ____________ Date

Total Competencies Addressed ______ (Minimum of five (5) for positive outcome)
Total Competencies Achieved ______ (Number of "yes" answers in Eval. as Achieving Competency column)
Percentage _____ (Minimum of 100% necessary for positive outcome, as determined by dividing Total Competencies Achi Competencies Addressed)

"Attained Recognized Youth Employment Competencies"

Accomplished: YES _____ NO _____ (All Competencies addressed were achieved by participant)

Staff Signature __________________ **Date** __________

a) Note: Relevant data/instrumentation concerning the means of determining need are included in file.
b) Note: Staff shall initial all entries.

SAMPLE CERTIFICATION FORMS

KENTUCKY
TECHNICAL ASSISTANCE GUIDE ON

YOUTH EMPLOYMENT COMPETENCY SYSTEMS

JTPA
GOVERNMENT
BUSINESS
PARTNERSHIP

KENTUCKY DEPARTMENT FOR EMPLOYMENT SERVICES
DIVISION FOR JOB TRAINING

MAY, 1989

Certificate of Achievement

Presented to

For Successful Completion of the Course of Study
and Attainment of the Competencies In

Pre-Employment/Work Maturity Skills

in the
Job Training Partnership Act Program
Conducted by

PIC

Private Industry Council

Roy L. Vanderford
Executive Director

Date

Director of Program

CR
CAREER RESOURCES

NORTH CENTRAL INDIANA PRIVATE INDUSTRY COUNCIL, INC.

THE WORK CONNECTION
402 North Broadway Peru, Indiana 46970 (317) 473-5571

Certificate of Achievement

This Is to Certify that

has completed a program of instruction and experience in

EMPLOYMENT SKILLS

and has met or exceeded standards of performance required by the North Central Indiana Service Delivery Area and by the North Central Indiana Private Industry Council for this certificate.

Understand

_______ 1. Career Decision Making
_______ 2. Labor Market Information
_______ 3. Resumes
_______ 4. Applications
_______ 5. Interviews

Demonstrate

_______ 6. Career Decision Making
_______ 7. Labor Market Information
_______ 8. Resumes
_______ 9. Applications
_______ 10. Interviews

Understand

_______ 11. Proper Work Habits/ Attitudes/Behavior

Demonstrate

_______ 12. Punctuality
_______ 13. Attendance
_______ 14. Attitudes/Behavior
_______ 15. Appearance
_______ 16. Interpersonal Relations
_______ 17. Task Completion

Counselor/Instructor: ______________________________ Date: ________

County Coordinator: ______________________________ Date: ________

Director: ______________________________ Date: ________

JTPA

YOUTH EMPLOYMENT
COMPETENCY SYSTEM

THE KANSAS MODEL

Developed by:

KANSAS YOUTH PROGRAM
ADVISORY COMMITTEE

Revised January 1989

This Certificate of Achievement is Presented To

on

for Attaining Competency in

PRE-EMPLOYMENT ~ WORK MATURITY

On the basis of this participant's performance in the program we do certify that the following employment-relevant competencies have been demonstrated:

Chief Elected Official

Private Industry Council Chair

Service Delivery Area Director

Partners
in Job Training

CAREER

PASSPORT

A Program Funded By The
Private Industry Council
Rock Island Tri-County Consortium

Developed By
The National Institute for Work and Learning
Washington, D.C.

The Career Passport provides important information about young people. It is intended to acquaint an employer, admissions person or other individual with the youth and to serve as a springboard to an interview.

The content of the Career Passport is drawn from the various experiences that the youth have had which provides them with skills, knowledge, attitudes and interests.

All the information presented in the Career Passport was collected from the individual.

The Career Passport project in Rock Island, Henry and Mercer Counties is being supported by the Private Industry Council and the Rock Island Tri-County Consortium. It was developed by the National Institute for Work and Learning. For additional information, please contact:

Partners in Job Training
Prevocational Unit
1504 3rd Avenue
Rock Island, IL 61201
(309) 793-5243

THIS CERTIFICATE OF ACHIEVEMENT IS PRESENTED TO:

____

for participation in BEFORE EMPLOYMENT SKILLS TRAINING, sponsored by the Private Industry Council and the Rock Island Tri-County Consortium.

We do hereby certify that the enrollee has completed _____ hours of classroom instruction, over a ______ week period, in the areas of job-seeking skills, job-keeping skills, and career plan development. Completion included the demonstration of the following employment-relevant accomplishments:

- Met Established Attendance and Punctuality Standards.
- Successfully completed written tests in the areas of Employer Expectations, Safety Practices, and Characteristics of a Positive Attitude.
- Met established Performance Standards as indicated by Instructor Evaluations.
- Presented an Appropriate Appearance.
- Successfully completed an Employment Application and simulated Employment Interview.

Based on the enrollee's performance, we find this young person to possess the qualities of a successful employee.

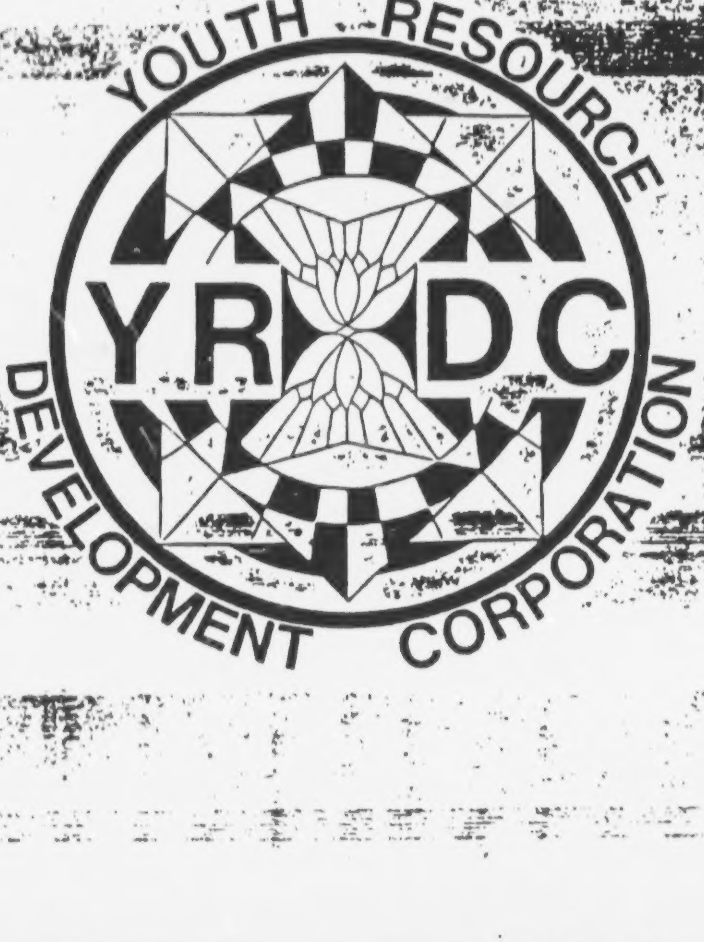
Partners in Job Training

____
Private Industry Council Chairperson

____
Rock Island Tri-County Consortium Director

____
Issue Date

Dutchess County
Youth Preparatory Program


YOUTH RESOURCE
YRDC
DEVELOPMENT CORPORATION

CAREER PASSPORT

YOUTH RESOURCE DEVELOPMENT CORPORATION
P.O. BOX 4737
POUGHKEEPSIE, N.Y. 12602

914-473-5005

Dear Employer:

A passport is meant to literally "open doors". A Career Passport is a document similar to a resume, but designed specifically for young people to help them open the doors to success in today's work world.

The Career Passport identifies the young person's skills, abilities, interests, knowledge, experiences and work related attitudes. It is the final product the trainee receives after successfully completing YRDC's Youth Preparatory Program. This comprehensive preparation for work program includes worksite training in the Youth Community Service Corps, Pre-Employment training and Basic Skill instruction. The average training period is an intense six-nine months of real work in a contemporary Conservation Corps Crew type environment.

The individual described in this "Passport" is a young adult who, through his or her successful completion of the program, has demonstrated the attitudes and motivation needed to become a productive and reliable employee. We recommend this individual without reservation.

Sincerely,

Executive Director

Employability Skills Certificate

This is to certify that

____
NAME OF RECIPIENT

has satisfactorily demonstrated the habits and attitudes required in the work place and has attained the level of employability as defined by The Youth Employment Competencies of the Dutchess County New York Youth Preparatory Program.

A-229

YOUTH RESOURCE DEVELOPMENT CORPORATION
YRDC

____
Chairperson, Board of Directors

____
Executive Director

DATE ______________________________

GOALS ACHIEVED THROUGH THE YOUTH PREPARATORY PROGRAM

for

______________________________ (NAME)

______________________________ (DATE)

This certificate indicates that the individual has met the standard of performance required in all program competency areas as follows:

Pre-Employment Goals: Understanding the reason for and being able to: complete job applications, interview successfully, and write a cover letter and personal resume.

Educational Goals: Understanding the importance of education in the world of work and improving: communications skills by increasing reading, writing, speaking and listening abilities, math skills and working toward

Work Maturity Goals: Understanding the reason for the need to develop essential work habits:

Dependability:	Attendance and on time rate of 100%, following absence notification procedures 100%, remaining calm under pressure, and being truthful and sincere.
Positive Work Attitudes and Habits:	Understanding the job being done, organizing the task involved with the job, doing the job correctly and accurately, solving work related problems independently, completing tasks in a reasonable time and looking for additional tasks and jobs.
Working With Your Supervisor:	Following instructions, accepting work related critcism to improve job performance, knowing and following the chain of command, performing other related tasks as assigned and knowing how and when to approach the Supervisor with work related problems.
Use of Tools, Equipment and Machines:	Using and maintaining tools properly, using property and supplies appropriately, following safety rules and procedures 100%, knowing how to report accidents and injuries.
Working Relationships:	Working with co-workers cooperatively in attitude, manners and language, leading and helping co-workers, showing good judgement in making decisions.
Appropriate Dress and Readiness for Work:	Dressing appropriately for the jobsite and work to be done, complying with personal grooming and hygiene standards, being physically and mentally ready to work.

YOUTH RESOURCE DEVELOPMENT CORPORATION
P.O. BOX 4737
POUGHKEEPSIE, N.Y. 12602

914-473-5005

RECOMMENDATIONS AND COMMENTS

Crew Leader's Evaluation of Trainee:

____
Crew Leader

Basic Skills Instructor's Evaluation:

____
Basic Skills Instructor

Pre-Employment Coordinator's Evaluation:

____
Pre-Employment Coordinator

KARYN PATRICIA JENSEN

119 Shirley Avenue
Fishkill, New York 12524
(914) 896-7756

Date of birth: May 20, 1968
Social Security Number: 090-68-6859

EDUCATION AND TRAINING

9/81 to 6/82
Wappingers Junior High School
Wappingers Falls, New York 12590

9/82 to 6/83
Oakwood High School
Spackenkill Road
Poughkeepsie, New YOrk 12603

9/83 to 4/84
John Jay High School
Route 82
East Fishkill, New York

5/84 to 6/84
Ketcham High School
Myers Corners Road
Wappingers, New York 12590

COURSES STUDIED:

Business Math-Banking, math, checks and accounts.
Typing-Secretarial studies.
Spanish-Foreign language for three years.

PAID WORK EXPERIENCE

7/84 to 8/84

Landscaping and carpentry trainee
Bowdoin Park
Wappingers Falls, New York 12590
Duties included park maintenance.

Gannett House
Poughkeepsie, New York 12601
Duties included painting, spackling, and carpentry.

SELF EMPLOYMENT

Babysitting, lawn mowing, and working with horses.

COMMUNITY AND VOLUNTEER EXPERIENCES

Fund raising for leukimia collecting for charity.
Fund raising for cancer organizations.
Stock broker messenger.

FAMILY RELATED ACTIVITIES

Babysitting for younger sisters, child care.
Yard work, laundry, and housework.

HOBBIES, INTERESTS, AND ACHIEVEMENTS

Horse back riding, photography, and art.

AWARDS, CERTIFICATES, AND HONORS

Received trophies and ribbons for horse showing.

SKILLS, STRENGTHS, AND ABILITIES

Working at a stable with horses. Basic office skills. Punctual, dependable, leadership, artistic, and have a sense of humor.

CAREER/EDUCATIONAL PLANS

Plan to finish high school to receive my diploma. I want to attend college and work part time.

REFERENCES

Sylvia Myers/Bernard Madoff, Stock Brokers
Bernard Madoff Securities
110 Wall Street
New York, New York

Thomas Mitchell, Director
Division for Youth
79 South Avenue
Wappingers, New York 12590

Pat Liston, Secretary
Division for Youth
79 South Avenue
Wappingers, New York 12590

State of Alabama
JOB TRAINING PARTNERSHIP ACT
Certificate of Achievement

This is to certify that

____

has successfully completed the course of study for

Duly awarded by

____

Presented this _____ Day of __________, 19

at ________________, Alabama

____
Authorized Official

Guy Hunt
____
Governor

347

A-235

____
Instructor

NEW YORK CITY DEPARTMENT OF EMPLOYMENT

YOUTH PRE-EMPLOYMENT/WORK MATURITY COMPETENCIES GUIDELINES

Lilliam Barrios-Paoli
Commissioner

Revised
January 1989

NEW YORK CITY DEPARTMENT OF EMPLOYMENT
YOUTH COMPETENCY CERTIFICATION FORM

PARTICIPANT NAME: ____________ **SOCIAL SECURITY NUMBER:** ____________ **ENROLLMENT DATE:** ____________

TYPE COMPETENCY — ASSESSMENT FINDINGS — COMPETENCY ATTAINMENT

1. Pre-Employment/Work Maturity Competencies

A. Pre-Test Score ________

B. Pre-Test on File___yes

Supplemental Assessment

C. Lacks 90 CD Work Exp. and at least 2 of 5 Pre-Employment Skills___yes or D. Lacks skill in at least 5 of 11 Core Competencies ___yes

E. Supplemental Assessment Form on File ___yes

F. Pre-Employment/Work Maturity Competency Training Needed ___yes

G. Competency Attained in At Least Eleven Core Competencies ___yes

H. All Benchmark Tests on File ___yes

I. Check Tests Completed Satisfactorily: Required Tests: ___1, ___2, ___4, ___6, ___9, ___10, ___11, ___12, ___15, ___16, ___17; Others: ___3, ___5, ___7, ___8, ___13, ___14.

2. Basic Education

Pre-Training Level

	A. TABE Scores	B. TABE on File	C. DOE Entry Test Scores	D. Entry Test on File	E. Required Comp. Attainment Level
Reading	____	___Yes	________	___ yes	________
Math	____		________	___ yes	________
Writing	NA		________	___ yes	________

F. Basic Education Competency Training Needed _____yes

G. Competency Attained		H. All Benchmark Test on File
Reading	___yes	___ yes
Writing	___yes	___ yes
Math	___yes	___ yes
Verbal Commun.	___yes	___ yes

3. Job Specific Skills

A. Lacks Training in Occupation (No Certificate or Diploma) ____yes or B. Lacks 30 CWD Experience in Occupation _____yes or C. Lacks Knowledge/Skills Required (Based on Pre-Test) ____yes

D. Job Specific Training Needed ___yes

E. Competency Attained ___ yes

F. All Benchmark Tests on File ___ yes

4. Complete EEDP on File ____yes

The above named participant has met all requirements for competency certification and all required documentation is on file.

Instructor Signature: ____________ **Date:** ____________

Project Director Signature: ____________ **Date:** ____________

Approved: ____ yes ____ no **Contract Manager Signature:** ____________ **Date:** ____________

For use 7/1/89 - 6/30/91

1625

THE NEW YORK CITY
PRIVATE INDUSTRY COUNCIL AND DEPARTMENT OF EMPLOYMENT

certify that

____

has completed Pre-Employment / Work Maturity training and has demonstrated the ability to set occupational goals, exhibit appropriate work behavior, and communicate constructively with supervisors and co-workers.

This ______ day of __________, 19____

______________________ ______________________

Chair
Private Industry Council

Commissioner
Department of Employment

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL for YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

* Working Copy *

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

Certificate of Employability
City of Los Angeles

This is to certify that

____
Name of Recipient

has successfully completed the Job Training Partnership Act employment and training program in the City of Los Angeles and has demonstrated the skills and work habits required to be a productive contributor to the labor force.

FOUNDED 1781

____
Signature, Training Director

____
Date

A PROGRAM OF THE PRIVATE INDUSTRY COUNCIL
AND THE COMMUNITY DEVELOPMENT DEPARTMENT,
TRAINING AND JOB DEVELOPMENT DIVISION.

SAMPLE DOCUMENTATION

CITY OF LOS ANGELES

PROGRAM ASSISTANCE MANUAL
for
YOUTH EMPLOYABILITY DEVELOPMENT

June 1989

* Working Copy *

A Resource Guide for Effective Implementation of
Competency-based Youth Programs, Under
the Job Training Partnership Act.

WORKSITE PERFORMANCE REPORT

PURPOSE OF PERFORMANCE REPORT AND BENCHMARKING

The PRIVATE INDUSTRY COUNCIL OF THE CITY OF LOS ANGELES (PIC), working with employers and other professionals in the employment and training business, has established a set of ACHIEVEMENT STANDARDS or WORK MATURITY BENCHMARKS, for all participants enrolled in employment training programs under the JOB TRAINING PARTNERSHIP ACT.

As a WORKSITE SUPERVISOR, for one or more trainees, you are an important PARTNER in the job preparatory program. Your candid assessment of the individuals' on-the-job skills, attitudes and behavior will officially help determine their readiness to enter the competitive labor market.

INSTRUCTIONS

For each skill, attitude or behavior listed on the following pages, place an (x) mark above the phrase that most nearly describes the person under your supervision.

This is an important way to let the trainees know how they measure up. Consider it a "score card" to be completed by the worksite supervisor and reviewed with the trainee regularly. A "score" of 3 or better is required for EMPLOYABILITY CERTIFICATION by the City of Los Angeles PIC.

NAME OF TRAINEE: ______________________ I.D. # ____________

JOB TITLE/OR DUTIES PERFORMED: ______________________

REPORT PERIOD: FROM ______________ TO ______________

EMPLOYER/FIRM: ______________________

NAME OF WORKSITE SUPERVISOR: ______________________

NAME OF SENDING AGENCY: ______________________

WORK HABITS

THOROUGHNESS & PRODUCTIVITY

The ability and willingness to complete a project with close attention to detail and directions

1	2	3	4
only partially completes jobs	sometimes careless, does the minimum to "get by"	usually completes tasks assigned	job always accomplished accurately

Comments: ______________________________

PERSONAL APPEARANCE

PERSONAL APPEARANCE

The cleanliness and appropriateness of dress for the job

1	2	3	4
often inappropriate dress; poor grooming	sometimes careless about personal hygiene and dress	careful about appearance	always well groomed

Comments: ______________________________

DEPENDABILITY

ATTENDANCE AND PUNCTUALITY

Consistency in coming to work and being on time

1	2	3	4
often absent without good reason (below 75% attendance)	lax in attendance and punctuality (76-89% attendance)	complies with employer expectation (90-99% attendance)	100% attendance: always on time

Comments: ______________________________

OPERATION OF EQUIPMENT AND MACHINES

TOOL USE/EQUIPMENT OPERATION

The safe and careful use, treatment and maintenance of tools, equipment and machines

1	2	3	4
abusive and destructive	lax in care and maintenance responsibilities	careful and considerate with tools and equipment	always demonstrates effective property management

Comments: ______________________________

RELATIONSHIP WITH OTHER WORKERS/PEERS

CO-WORKER COURTESY

The polite, respectful and considerate attention one gives to co-workers on the job

1	2	3	4
often blunt and rude	sometimes discourteous	well mannered; resolves differences effectively	polite and always willing to help others

LEADERSHIP

The ability to guide or direct others toward a positive end with exemplary action or conduct

1	2	3	4
never takes the initiative	sometimes takes initiative in group of peers	generates enthusiasm to motivate others	provides direction for others and often sets examples; confident

Comments: ____________________

RELATIONSHIP WITH SUPERVISOR/AUTHORITY

RECOGNITION OF EMPLOYER-EMPLOYEE RELATIONSHIP

The willingness to learn from one's supervisor and respect chain of command

1	2	3	4
rejects any criticism	sometimes responds to opinions offered by supervisor and/or peers	eager to know what supervisor thinks; tries to improve as a result	appreciates critical review of work

Comments: ____________________

ACKNOWLEDGEMENT by supervisor and trainee

Please sign below at time of joint review. Supervisor or trainee may add any additional comments concerning ratings or goals.

Trainee's Signature ______________________________ / date ________

Supervisor's Signature ______________________________ / date ________

Individual Competency Acquisition Record for Pre-employment and Work Maturity Skills

Participant Name: ______________________ Social Security # __________

Program Operator: ______________________

Entry Date: ______________________ Exit Date: ______________________

KEY TO PROGRESS RECORD

[+] Tested Through	[X] Mastered as Result of Training
[/] Working on, Assigned	[ ] Not Assigned or Offered

* [+] [X] indicates complete and acceptable product or mastery test in participant file

---

LA 1. PRE-EMPLOYMENT

	Progress Record		
	Status*	Date	Total Instructional Hours
LA 1.1. MAKING CAREER DECISIONS			
• Determine job preference	[ ]		
• Determine preferred job characteristics	[ ]		
LA 1.2. DEVELOPMENT OF CAREER PLAN			
• Determine kind of education/training and/or work	[ ]		
experience needed for preferred job	[ ]		
LA 1.3. USING LABOR MARKET INFORMATION			
• Identify job opportunities	[ ]		
• Identify org/companies where preferred jobs are found	[ ]		
• Contact potential employers by phone or in person to arrange interviews	[ ]		
LA 1.4. BUDGET AND MONEY MANAGEMENT			
• Monthly budget	[ ]		
• Bank accounts	[ ]		
• Salary withholdings	[ ]		
• Employee benefits	[ ]		
LA 1.5. RESUME PACKAGE			
• Resume Writing	[ ]		
• Cover Letter	[ ]		
LA 1.6. JOB APPLICATIONS			
• Accurate completion of forms	[ ]		
LA 1.7. INTERVIEWS			
• Personal appearance	[ ]		
• Practice for success	[ ]		

(OVER)

Center for Human Resources
Brandeis University, 1989

LA 2. WORK MATURITY (Summary of Worksite Performance Reports on File)

	Progress Record					
	1	2	3	4	5	6
DATE OF REPORT						
HOURS ON SITE						
LA 2.1. POSITIVE WORK ATTITUDES/BEHAVIORS						
RATING:						
LA 2.2. PERSONAL APPEARANCE						
RATING:						
LA 2.3. ATTENDANCE						
RATING:						
LA 2.4. PUNCTUALITY						
RATING:						
LA 2.5. RELATIONSHIP WITH OTHER WORKERS/PEERS						
RATING:						
LA 2.6. RELATIONSHIP WITH SUPERVISORS/AUTHORITY						
RATING:						
LA 2.7. TASK COMPLETION						
RATING:						

The Private Industry Council

Employment Training Exit-Career Level

Name ____________________ **SSN** ________________

Career Packet Checklist

Exit Level

Item	Complete and in Packet
	Check and Initial below:
1. Narrative	
2. Self Sufficiency Plan	
3. Work Maturity Pre-Assessment	
4. Job Search Products Checklist	
5. Pre-Employment Pre Test	
6. Specific Application Pre/Post (3 Spec. App.s)	
7. Mock Telephone Call Checklist Pre/Post	
8. Mock Interview Checklist Pre/Post	
9. Interview Ready Resume	
10. Employer Ready Cover Letter	
11. Employer Ready Thank You Letter	
12. Career Research (Career Packet- complete)	
13. Pre-Employment Post-Test	
14. Competency Attainment Checklist	
15. Work Maturity Trainee Evaluation/s	
16. Exit Interview Document/YEC Attainment	
17. Copy of Certificate	
Missing Documents (List and justify why document is missing) 1. 2. 3. 4. 5.	

Narrative

Trainee's Name ____________________

Date of Application ________________

Date of Enrollment ________________

Assessment Scores **Math** ________ **Reading** ________

Date:	Comments

Work Maturity Competency
Pre-Assessment

Trainee Name ____________________ **SS #** ____________________

Date of Interview ____________________ **Interviewer** ____________________

Section A **A check of any one item in Sec. A automatically determines a youth to be in need of Work Maturity skills.**

_____ 1. Has never worked before.

_____ 2. Has been fired from a job within the last six months.

_____ 3. Has not worked in a paid job more than 250 hours within the last six months.

Section B **If none of the items in Section A have been checked, a minimum of two (2) of the following items must be checked for the youth to be considered in need of Work Maturity skills.**

_____ 1. Has not worked full-time for at least 90 calendar days with one employer (Excluding government funded programs)

_____ 2. Has been fired from at least one job.

_____ 3. Has left at least one job without giving two weeks notice.

_____ 4. Failed to arrive for intake or was late back from breaks/tests.

_____ 5. Didn't call and give timely notice to miss an intake appointment or interview.

_____ 6. Didn't manage time effectively. Didn't finish assessment. Took excessive time to fill out application and/or paper work.

_____ 7. Grooming and hygiene not appropriate for intake. Clothes not neat and pressed.

_____ 8. Attitude poor. Discourteous, disruptive, or uncooperative during intake. Not cooperative in providing documentation or information.

_____ 9. Exhibited inability to fulfill requirements, answer questions, accept guidance or follow instructions correctly.

_____ 10. Did not respect safety rules and set up of intake environment. Did not obey no-smoking rules, leave furniture in order, or take care of equipment in room.

_____ 11. Has a known drug or alcohol problem. Is currently in care, or needs care.

_____ 12. Has not secured adequate housing and cannot provide a permanent address.

JOB SEARCH PRODUCTS CHECKLIST

Trainee Name:____
Dates of Review: Pre:____________________ Post:____________

For each product, check those items that meet the required specifications. If all specifications for a product are met, check "yes" in the "Standards Met" box. If all specifications for a product are not met, check "no". A trainee must demonstrate competence on ALL job search products. **(Use this checklist only for those items required at each competency level)**

1. Trainee has a completed Resume or Resume Worksheet (Attach Copy)

	Pre	Post
proper form	______	______
correct spelling	______	______
correct punctuation	______	______
prepared by applicant	______	______
STANDARDS MET	☐ Yes ☐ No	☐ Yes ☐ No

2. Trainee has a copy of completed cover letter, or cover letter worksheet. (Attach Copy)

	Pre	Post
proper form	______	______
correct spelling	______	______
correct punctuation	______	______
written by applicant	______	______
STANDARDS MET	☐ Yes ☐ No	☐ Yes ☐ No

3. Trainee has a copy of a "Thank You" letter to an employer, or "Thank You" letter worksheet. (Attach Copy)

	Pre	Post
proper form	______	______
correct spelling	______	______
correct punctuation	______	______
written by applicant	______	______
STANDARDS MET	☐ Yes ☐ No	☐ Yes ☐ No

4. Trainee has a completed application/specific application for employment (Attach Copy)

	Pre	Post
neat and readable	______	______
information is correct and accurate	______	______
filled out completely	______	______
no grammatical or spelling errors	______	______
STANDARDS MET	☐ Yes ☐ No	☐ Yes ☐ No

Reviewer's Signature ______________________________

Exit-Career Level Pre Assessment for Employment Training Competencies

1. List your last **two** jobs below:

a. Employer ____________________
Your Job Title ____________________
Dates From __________ To __________
Job ended Positively ________ Negatively ________
Would you like to do this kind of work again? Yes ___ No ___

b. Employer ____________________
Your Job Title ____________________
Dates From __________ To __________
Job ended Positively ________ Negatively ________
Would you like to do this kind of work again? Yes ___ No ___

2. a. Name **one** job/career choice you would like to have.

____

b. Name **two** back up careers you would like to have.

____
____

List **10** aptitudes and abilities which correlate (match) your career choice (a).

a1. ____________________
a2. ____________________
a3. ____________________
a4. ____________________
a5. ____________________
a6. ____________________
a7. ____________________
a8. ____________________
a9. ____________________
a10. ____________________

3. Using the Career choice you made in 2 a., list **10** values and attitudes you have which would enhance (be positive for) your job choice.
(For example, if you believe in always being on-time, your attitude towards promptness would be an asset to any job.)

a ____________________________
b. ____________________________
c. ____________________________
d. ____________________________
e. ____________________________
f. ____________________________
g. ____________________________
h. ____________________________
i. ____________________________
j. ____________________________

4. Have you ever completed a Career Plan or Career Research Sheet ?
Yes ______No ______ (If Yes, provide a copy)

5. Name **3** Labor Market Information Sources (Systems, videos, computer disks, books, etc. where you can obtain information about different jobs, careers.)

a. ____________________________
b. ____________________________
c. ____________________________

(**Circle the letter/s** of any you have used in the last month.)

6. Name **one** job related goal you have for:

This **Week:**

One Month:

Six Months from now:

One Year from now:

7. Name **five** places you can look for work:
(Example- The Employment Division)

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

(**Circle the letter/s** of any you have used in the last month)

8. Name **five** ways **The Private Industry Council Training Program/s** will help you find and keep a job/career choice.

a. ______________________________
b. ______________________________
c. ______________________________
d. ______________________________
e. ______________________________

9. Have you ever had an informational or regular job interview with an employer? If yes, demonstrate with your Trainer.

10. Have you ever made a "cold call" to an employer? If yes, demonstrate with your Trainer.

11. Have you completed an application for work in the last month?
Yes ________ No ________

Your Name ______________________________ Date ____________________

Checklist For A Mock Telephone Call

Trainee's Name: ______________________________

Rating: 1-Outstanding 2- Satisfactory 3-Needs Improvement
(Circle One) **Benchmark: All 7 questions must be l or 2 rating.**

l. Got through to "right person". Asked for and wrote down person's name	1	2	3
2. Introduction			
a. Gave first, last name	1	2	3
b. Explained purpose of call	1	2	3
3. Sold self in the call- Gave at least two (2) qualifications about self related to the job.	1	2	3
4. Closed sale			
a. Asked for interview, appointment, or application procedure	1	2	3
b. Wrote down pertinent information such as: date, time, & location of interview	1	2	3
5. Positive close Said thank you, good-bye	1	2	3

Additional Comments:

☐ Pre-Assessment

☐ Post-Assessment

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Date: ____________ Trainer's Signature ______________________________

Checklist For A Mock Interview

Trainee Name: ______________________________

Rating : 1-Outstanding 2-Satisfactory 3- Needs Improvement
(Circle One) **Benchmark: All 15 questions must be 1 or 2 rating.**

1. Was well groomed/clean	1		2		3
2. Was correctly dressed for the interview	1		2		3
3. Began interview with a friendly greeting/handshake	1		2		3
4. Kept good eye contact with the interviewer	1		2		3
5. Was relaxed; avoided nervous actions	1		2		3
6. Didn't make negative statements	1		2		3
7. Expressed self clearly	1		2		3
8. Gave more than "yes" or "no" answers	1		2		3
9. Talked more about what he/she had to give employer than what he/ she could get.	1		2		3
10. Used correct vocabulary	1		2		3
11. Talked about experience/skills which fit the job	1		2		3
12. Showed interest and enthusiasm for the position	1		2		3
13. Was familiar with the position	1		2		3
14. Asked questions about job, company or working conditions	1		2		3
15. Left interview in a friendly way, with a "thank you"	1		2		3

Additional Comments:

☐ Pre-Assessment

☐ Post-Assessment

Date: ____________ Trainer's Signature: ______________________________

Competency Attainment Checklist
Exit-Career Level

Trainee Name: ______________________ SSN: ____________________

Comp. Area	Competency	Benchmark	Pre	Post	Init.	Required Documentation	Check
Pre-Employment	1. Making Career Decisions	10 abilities & aptitudes				Career Plan Packet Major/Minor Job choices	
	2. Making Career Decisions	3 Job choices				Career Plan Packet	
	3. Making Career Decisions	10 values & attitudes				Career Plan Packet	
	4. Career Deci./ Labor Market	Complete Self Suf. Plan				Completed Self Sufficiency Plan	
	5. Labor Market	3 Sources				Career Plan Packet	
	6. Preparing Resumes	Resume CL and TL				Completed Resume CL and TL.	
	7. Filling out Applications	3 Specific Applications				3 Completed Specific Applications	
	8. Interviewing	3 Phone Contacts				3 Completed Phone Contacts (Check sheets)	
	9. Interviewing	One job Interview				Interview Checklist or Notation- Job Interview	
Work Maturity	1. Demonstrating Positive Attitudes and Behavior	Average of 3 on eval.				Trainee Evaluation	
	2. Exhibiting Gd. Interpersonal Relations	Average of 3 on eval.				Trainee Evaluation	
	3. Completing Tasks Effect.	Average of 3 on eval.				Trainee Evaluation	
	4. Problem Solv.	Average of 3 on eval.				Trainee Evaluation	
	Appearance	Appropriate				Trainee Evaluation	
	Punctual	90% of time				Trainee Evaluation	
	Attendance	90% of time				Trainee Evaluation	

I certify the above information to be an accurate record of competency attainment at the Exit-Career Level for the above mentioned trainee and have maintained documentation of competency work performed in the trainee's file. I am aware that documentation is subject to verification of TPIC.

Trainer's/Counselor's Signature ______________________ Date ______________________

Exit-Career Level Post Assessment for Employment Training Competencies

1. a. Name **one** job/career choice you would like to have.

____

b. Name **two** back up careers you would like to have.

____

____

2. Name **one** job related goal you have for:

This Week:

One Month:

Six Months from now:

One Year from now:

3. Have you completed your: (Circle letter if complete)

a. Career Plan

b. Informational Interviews (2)

c. "Mock" Cold Call with Trainer

d. **One** Job Interview with an Employer

e. Interview Ready Resume

f. Employer Ready Cover Letter

g. Employer Ready Thank You Letter

4. Do you have a job at this time? Yes ______ No ______

5. Name **five** ways **The Private Industry Council/Portland Investment Training Program**/s have helped you get ready for self sufficiency and a positive work/career experience.

a. ____
b. ____
c. ____
d. ____
e. ____

6. Draw a Mind Map using your **#l Job/Career Choice.** (Your Trainer will give you instructions on how to complete the mind map.)

Your Name ______________________________ Date ________________

The Private Industry Council
Trainee Evaluation

Trainees Name:______________________ Date: ________________

Employment/Training Site: ______________Supervisor/Trainer: ______________

Demonstrating Positive Attitudes/Behavior	1 Unsatisfactory	2 Satisfactory	3 Good	4 Excellent
1) Demonstrates interest and enthusiasm				
2) Shows initiative				
3) Is courteous and cooperative				
4) Accepts unpleasant tasks				
5) Demonstrates concern for equipment and property				
6) Follows site safety rules				
7) Maintains work area in neat and orderly fashion				

Average______

Exhibiting Good Interpersonal Relations				
1) Communicates with others in a friendly manner				
2) Avoids discussing personal matters on job/in training				
3) Deals with criticism in positive manner				
4) Follows notification procedures when late or absent				
5) Seeks feedback regarding performance				
6) Works effectively with other trainees/workers				
7) Can work independently when appropriate				

Average______

Completing Tasks Effectively				
1) Follows oral and written instructions as appropriate				
2) Asks questions when unclear				
3) Begins work promptly and follows work schedule				
4) Demonstrates knowledge of job duties/training expectations				
5) Adapts to changes in work/training environment				
6) Completes assigned tasks at acceptable rate				
7) Work is done carefully and correctly				

Average ______

Problem Solving				
1) Capable of identifying problems				
2) Ability to generate solutions or seek assistance				
3) Chooses or follows appropriate course of action				
4) Avoids inappropriate aggressive behavior in problem situations				

Average ______

Presenting Appropriate Appearance
Maintains dress and grooming appropriate to work environment Yes ____ No____

Being Consistently Punctual
On time 90% of the time Yes ____ No __

Maintaining Regular Attendance
Present 90% of the time Yes ____ No ____

Specific Skills learned in the work environment:

____

____

Evaluation discussed between Trainee and Supervisor? Yes ____ No ____ Certificate Presented- (Date) ____________

____
Trainee signature and date

____
Supervisor/Trainer Signature

Exit Interview Document

1. Trainee Name ______________________ 2. SS # ____________________

3. Leaving Activity or Terminating from program (circle one)

4. Current Address _______________ City _________ State ______ Zip _______

5. Current Phone # ______________________

6. Secondary Contact

   a. Name ______________________________

   b. Address _______________ City _________ State ______ Zip ______

   c. Phone # _( )______________________

   d. Relationship to Trainee ________________________

7. Does trainee anticipate moving within 90 days? Yes _______ No _______

   If Yes, is new address known? Yes ______ No _______

   New Address ______________ City _________ State ______ Zip ______

   Phone # (if known) __( )____________________

8. Person completing form ______________________________

YEC- Youth Competency Attainment

(For Termination Information only)

Pre-Employment/Work Maturity	Yes _____	No _____
Basic Skills	Yes _____	No _____
Job Specific Skills	Yes _____	No _____

__________________ ________

Trainer Signature Date

YRDC

– DUTCHESS COUNTY, NEW YORK –

YPP Career Investment Plan (CIP)

SECTION I Participant Background

1. Name	2. Social Security #	3. Date of Enrollment

4. Address	5. Telephone No. 6. Date of Birth/Age

7. Sex	8. Ethnic Group	9. Target Group	10a. Educational Status

b. Name of School (Current or Last)	c. Grade	d. Major Course of Study

e. Academic Standing	f. Educational Goals

11. Personal/Vocational Skills and Hobbies

12. Work Experience

Type of Work	Employer	Duration	Reason for Leaving

13. Personal Background

Transportation ______________________ Dependents ______________________

Drivers License ______________________ Language Restrictions ______________________

Physical Restrictions ______________________ Other ______________________

14. Vocational/Occupational Interests and Goals

15. Perceived Barriers to Vocational/Occupational Goals

Date Assigned

Counselor

SECTION II Competency Assessment and Measurement

DATE	ASSESSMENT AND TESTING RESULTS

SECTION III Employment Barriers/Limitations

Identified Barriers/Limitations (Check)

- ☐ Lack of Education
  - ☐ Math Weakness
  - ☐ Language Weakness
- ☐ Lack of Work Experience
- ☐ Not Adjusted to Work Environment
- ☐ Age
- ☐ Lack of Skills
- ☐ Lack of Any Vocational Training
- ☐ Health
- ☐ Handicap
- ☐ Race/National Origin
  - ☐ Language
- ☐ Sex
- ☐ Police Record
- ☐ Social Skills
- ☐ Lack of Transportation
- ☐ Lack of Child Care
- ☐ Lack of Housing

Others: ____________________

____

____

Suggested Corrections to Barriers/Limitations (Check)

A. Employment Needs

☐ Work Experience

☐ ABE Math
☐ ABE Language
☐ GED

☐ Personal Counseling
☐ Occupational/Vocational Counseling
☐ Pre-Employment Skills
☐ Certification of Employability
☐ Internship Training
☐ LMO/LMI and Career Passport
☐ Tryout Employment and/or Job Development

B. Supportive Services

☐ Transportation
☐ Child Care

☐ Family Planning
☐ Residential
☐ Medical

Other: ____________________

____

____

SECTION IV Employability Plan

1. Employment Goals

2. Employment and Training Strategies and Modifications

Barrier/Limitation	Service(s)	Objectives

3. Transitional Services

Date	Reason for Transition	Service/Provider

4. Program Termination Reason and Summary

SECTION V COMPETENCIES

SKILLS AND PROGRESS RECORD

WORK MATURITY SKILLS	Start	Comp.
Demonstrating Dependability		
Demonstrating Positive Work Attitudes and Habits		
Dealing Effectively with Your Supervisor		
Effectively Operating Job Related Equipment and Tools		
Developing Effective Working Relationships		
Determining Appropriate Dress & Readiness for Work		

PRE-EMPLOYMENT SKILLS	Start	Comp.
Occupational Opportunities		
Job Search Methods		
Preparing Job Applications		
Preparing A Cover Letter		
Preparing a Resume		
Demonstrating Successful Interviewing		
Functioning On The Job		
Worker Benefits		

BASIC SKILLS	Start	Comp.
Recognizes Content Vocabulary		
Identifies Main Ideas		
Comprehends Material		
Identifies Basic Organization		
Discriminates Fact From Opinion		
Conducts Operations With Whole Numbers		
Conducts Operations With Fractions		

BASIC SKILLS (Cont.)	Start	Comp.
Understands and Properly Uses Measurements		
Understands Basic Algebra and Geometry		
Understands Correct Sentence Structure		
Understands Proper Use of Nouns, Verbs, Adjectives, etc.		
Can Write Standard Sentences Using Correct Structure		
Can Develop Sentences into Paragraphs		
Can Follow Spoken Directions		
Can Comprehend, Answer and Ask Questions Coherently		
Can Participate In Discussion and Exchange Ideas		
Can Identify and Formulate Problems		
Can Pose Problems and Evaluate Solutions		
Can Distinguish Fact From Opinion		

LIFE COPING AND PERSONAL DEVELOPMENT SKILLS	Start	Comp.

SECTION VI Progress Review/Case Management Record

Date	Comments

SECTION VII Competency Skills and Progress Record

COMPETENCY: JOB SPECIFIC SKILLS

Project Job Skills	Date Started	Completed

SECTION VIII Participant Follow-Up

Date	Information

Dutchess County Youth Community Service Corps

PROJECT PROPOSAL

Worksite	Number	Reforestation/Forest		Park Rehabilitation & Recreation Development	
Worksite Coordinator	Date	Historic Preservation/ Restoration		Construction/Carpentry	
Crew Leader		Soil/Water Conservation		Education	
				Landscaping	

1. Statement of Need:

2. Project Outline:

3. Health/Safety Consideration:

4. Pre-Project Instruction:

5. Academic Application:

6. Estimate Crew Hours to Complete

7 Remarks *(Continue on reverse side if needed):*

Dutchess County Youth Community Service Corps.
PROJECT SUMMARY

(To be filled out at completion of the project)

YOUTH RESOURCE DEVELOPMENT CORPORATION
YRDC

Crew Member ____________________
Worksite ____________________

Crew Leader ____________________
Project Completion Date ____________________

Describe in detail the work accomplished:

List all academic skills you used on the job (Math, English, Science):

Describe your performance in the following areas:

DEPENDABILITY (Punctuality, preparedness for work, ability to follow through tasks without direct supervision)

JOB PERFORMANCE (Ability to follow instructions of supervisors, proper tool use, quality and quantity of work)

WORKSITE RELATIONSHIPS (Ability to work with peers, acceptance of criticism, cooperation with supervisors)

Sample

Employability Development Plan

Developed by the
Center for Remediation Design

for the
Sacramento Private Industry Council
Sacramento, California

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EMPLOYMENT DEVELOPMENT PLAN

The Employment Development Plan documents each participant's progress through training. It is filled out by a counselor and participant together at assessment and updated during training and upon completion of training.

SECTION I: PERSONAL DATA (Completed by Participant)

Name:______________________________ Date:__________

Address:____

City:________________ State:____________ Zip:__________

Phone:__________________ Message Phone:______________

Social Security Number:__________ Age:___ Date of Birth:________

California Driver's License Number:______________________

1. Have you ever worked? Yes___No___
2. Do you go to school? Yes___No___
   If Yes, what school do you attend? ____________________
   If No, what was the last school you attended: ____________
3. Do you have access to transportation? Yes___No___
   Explain: ______________________________________
   ____
4. Do you have children or other dependents? Yes___No___
   If yes, describe child/dependent care arrangements: ________
   ____
5. What days/hours are you available for training? ____________
   ____

SECTION 2: EDUCATIONAL HISTORY (Completed by Participant)

1. Highest level of education completed: ______________________
2. Diploma/degrees earned: ______________________
3. Additional education courses taken: ______________________
____
4. Honors and awards received: ______________________
____
5. Participation in extracurricular school activities or community service: ______________________
6. Hobbies: ______________________
7. Achievement tests and proficiency exams taken over the last two years:

Test	Results
______________________	____________
______________________	____________
______________________	____________

SECTION 3: VOCATIONAL HISTORY (Completed by Participant)

1. Vocational training undertaken in the past two years:

Type of Training	Results

2. Paid or unpaid work experience in the last four years:

Employer	Address	Dates Worked	Salary (if paid)	Reason for Leaving

3. Degrees, licenses, and certificates:

____

4. Vocational awards and honors:

____

5. Vocational and vocational aptitude tests taken over the last two years:

Test	Results

SECTION 4: INITIAL ASSESSMENT OF BARRIERS TO TRAINING OR EMPLOYMENT (Completed by Counselor and Participant)

1. **Participant's occupational goal:**

   Short-term (within next 6 months): ______________________

   Long-term (3 years from now): ______________________

2. **Participant's educational goal:**

   Short-term: ______________________

   Long-term: ______________________

3. **Identify which may be barriers to:**

	Voc/ Trg.	Job	Goal
a. Lacks appropriate clothing	___	___	___
b. English language deficiency	___	___	___
c. Lacks basic education	___	___	___
d. Lacks high school diploma	___	___	___
e. Lacks vocational skills	___	___	___
f. Lacks work experience	___	___	___
g. Lacks job search skills	___	___	___
h. Chronically relocates	___	___	___
i. Homeless	___	___	___
j. Family problems	___	___	___
k. Substance abuse	___	___	___
l. Ex-offender or parolee	___	___	___
m. Physical or mental disability	___	___	___
n. Legal problems	___	___	___
o. Child or dependent care problems	___	___	___
p. Transportation problems	___	___	___
q. Medical or health problems	___	___	___
r. Other potential barriers:			
______________________	___	___	___
______________________	___	___	___

SECTION 5: ASSESSMENTS ADMINISTERED BY PROGRAM

Tests		Date Admin.	Results
1. Appraisal test:	______________	___________	________
2. Diagnostic test:	______________	___________	________
3. Aptitude/Interest:	______________	___________	________
4. Pre/Employment Work Maturity Skills:	______________	___________	________
5. Basic Skills:	______________	___________	________
6. Job Specific Skills:	______________	___________	________

SECTION 7: COMPETENCY ATTAINMENT

1. Pre-employment Competency Attainment Record

Participant ____________________ Counselor ____________________

Core Competency Area	Competency	Pre-Test Score/Date	Meets Standard (Yes/No)	Post-Test Score/Date	Meets Standard (Yes/No)	Documentation Required in Contractor's Participant file
1.0 Making Career Decisions	1.1 Identify personal needs, values, career capabilities and interests.					Interest Inventory
	1.2 Identify & develop strategies for a career plan with appropriate career goals.					Participant Worksheet
	1.3 Determine courses of action to remove employment barrier.					EDP & Action Plan
2.0 Using Labor Market Information	2.1 Match appropriate skills, education, and experience to varius occupations.					Participant Worksheet
	2.2 Identify career clusters and skills used in one career that can be transferred to others.					Participant Worksheet
	2.3 Identify and use sources of information about local job opportunities.					Participant Worksheet
	2.4 Identify sources & procedures for obtaining legal documents needed for employment.					Participant Worksheet
	2.5 Organize and implement a realistic plan of action for the job search.					EDP & Action Plan
3.0 Preparing Resumes and other Job Search Tools	Develop written job search tools appropriate for the job search plan.					Job Search Products (3) and Checklist
4.0 Filling Out Applications	Complete an application.					Application and Checklist
5.0 Interviewing	Demonstrate appropriate job interviewing skill & behavior.					Interview Checklist

RESULTS SUMMARY PRE-TEST:
Deficiency in a minimum of five (5) core competency areas

Yes	No

RESULTS SUMMARY POST-TEST:
Proficiency in at least 1 competency statement in each of the eleven (11) core competencies

Yes	No

This certifies the above information to be an accurate record of competency attainment. Documentation of competency work performed has been maintained in the trainee's file and is subject to verification.

Trainer's/Counselor's Signature ____________________ Date ____________________

Trainee's Signature ____________________ Date ____________________

2. Work Maturity Competency Attainment Record

Participant ______________________ **Counselor** ______________________

Core Competency Area	Competency	Pre-Test Score/Date	Meets Standard (Yes/No)	Post-Test Score/Date	Meets Standard (Yes/No)	Documentation Required in Contractor's Participant file
6.0 Being Consistently Punctual	Demonstrate punctuality.					Pre-assessment which determines youth to be in need of training and copy of completed Evaluation Form G signed by supervisor or teacher.
7.0 Maintaining Regular Attendance	7.1 Maintain acceptable attendance record for the program/job.					
	7.2 Arrange reliable transportation to the program/job.					
8.0 Demonstrating Positive Attitudes/Behavior	8.1 Follow job safety and health rules.					
	8.2 Exhibit teamwork, initiative, enthusiasm and be responsive to requests.					
9.0 Promoting Appropriate Appearance	Follow appropriate dress and hygiene practices.					
10.0 Exhibiting Good Interpersonal Relations	10.1 Cooperate & relate positively with co-workers, supervisors and the public.					
	10.2 Be aware of and follow worksite standards of behavior.					
11.0 Completing Tasks Effectively	11.1 Listen to and follow written and verbal directions.					
	11.2 Seek clarification of written and verbal communications.					

RESULTS SUMMARY PRE-TEST:
Deficiency in a minimum of five (5) core competency areas

Yes	No

RESULTS SUMMARY POST-TEST:
Proficiency in at least 1 competency statement in each of the eleven (11) core competencies

Yes	No

This certifies the above information to be an accurate record of competency attainment. Documentation of competency work performed has been maintained in the trainee's file and is subject to verification

Trainer's/Counselor's Signature ______________________ **Date** ______________

Trainee's Signature ______________________ **Date** ______________

SECTION 8: SERVICE PLAN

1. Service Needs Check all that apply)

		Planned Hours	NON-JTPA Referral Date-Place	JTPA Training Provided
	Counseling Services			
a.	Vocational/career counseling			
b.	Personal counseling			
	Training			
c.	Vocational CRT			
d.	Public sector training			
e.	Private sector training			
f.	GED preparation			
g.	ESL			
h.	Remedial ed/basic skills			
i.	Pre-employment/job search			
j.				
k.				
	Testing			
l.	Psychological			
m.	Vocational			
n.	GED/equivalent			
	Support Services			
o.	Child/family care			
p.	Transportation			
q.	Uniform/clothing			
r.	Tools			
s.	Emergency food/shelter			
t.	Health care			
u.	Legal assistance			
v.	Needs-based payment			
w.				
x.				
y.				
z.				

2. Service Plan and Achieved Outcomes (Contractors may photocopy this page and use it for invoicing purposes.)

TOTAL TRAINING SERVICE PLAN		MIDPOINT		COMPLETION	
TRAINING ELEMENTS/SITE	TOTAL HOURS PLANNED	ACTUAL HOURS	COMPETENCY ACHIEVED	ACTUAL HOURS	COMPETENCY ACHIEVED
TOTAL					

Participant Signature (upon assessment) Date

Contractor certification that 50% of training has been completed

Contractor Signature Participant Signature Date

*Employer Signature Participant Signature Date

Contractor certification that 100% of training has been completed

Contractor Signature Participant Signature Date

*Employer Signature Participant Signature Date

*If midpoint includes more than ten (10) hours of O.J.T., then employer signature required at midpoint and completion.

SECTION 9: CERTIFICATION

Certificate awarded? ___yes ___no

Date awarded: ________________

SECTION 10: COUNSELOR NOTES

Participant: ____

Termination Status: ____

Counselor's Signature: _____________________________________

Date: ____

APPENDIX B
ANNOTATED BIBLIOGRAPHY/ RESOURCE LISTING

APPENDIX B
ANNOTATED BIBLIOGRAPHY/ RESOURCE LISTING

Center for Remediation Design, Pre-Employment/Work Maturity. Michigan: First Draft- May 22, 1989.

By September 1989, seven SDAs in Michigan developed a commonly developed pre-employment competency system, rating systems, benchmarks, etc., integrated with the basic skills systems that they have developed. This first working draft of materials contains a Matrix: Competency, Indicator, Benchmark, Means of Measurement (50 pages). Skill Domains: Punctuality, Attendance, Resumes, Interviewing, Labor Market Awareness, Making Career Decisions, Filling Out Applications and Job Related Forms, Presenting Appropriate Appearance, Dependability/Productivity, Working Relations, Demonstrating Positive Attitudes/Behavior.

Brandeis University, Center for Human Resources, The Heller School. Working It Out: An Anthology of State and Local Performance Management Strategies Designed to Increase Service to Youth At Risk of Chronic Unemployment Waltham, Massachusetts: United States Department of Labor, Region V, Youth Performance Management Task Force, February 1989.

This publication represents the work of the United States Department of Labor, Region V, Youth Performance Management Task Force. It summarizes the performance management principles and options identified by the Region V Task Force, and sets forth basic policy strategies and choices available to local and state administrators. Volume II contains options papers and sample policies from the States of Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin.

Brandeis University, Center For Human Resources, Heller School, Waltham, Massachusetts; and The Comprehensive Adult Student Assessment System (CASAS), San Diego Community College District Foundation. Program Assistance Manual for Youth Employability Development. Los Angeles, California: Los Angeles Private Industry Council, June 1989.

This is a resource guide for effective implementation of competency based youth programs, under the Job Training Partnership Act. It provides a valuable overview of the fundamentals of program design and how competency based training works within a three-tiered employability development system. It is a guide for practitioners.on the fundamentals of program design, the rationale behind competency based training, program tools, financing guidance, and management questions and answers. It contains excellent information on the needs of at risk youth, the fundamentals of employability, a competency based employability development cycle, the three-tiered youth development model, and useful draft checklists, samples and examples.

Central Iowa Employment and Training Consortium. Youth Employment Competencies. Des Moines, Iowa: Iowa Department of Education, June 1987.

This is an Instructional Resource Guide for a general education skills training program for preparing youth for entry level employment. It contains listings of competencies, resource overview, resource/competency charts and an exhaustive annotated bibliography for 1) Vocabulary/Reading, 2) Writing, and 3) Mathematics. The Appendix contains five occupational clusters/competencies: 1) Business and Office, 2) Hospitality and Recreation, 3) Maintenance, 4) Repair, Marketing and Distribution, and 5) Personal Services.

General Accounting Office, Youth Job Training: Problems Measuring Attainment of Employment Competencies, GAO/HRD-87-33, February 1987.

This is a report on employment competencies for youth in programs funded under Title II-A of the Job Training Partnership Act. It describes the youth employment

competency training systems implemented as of June 30, 1985, and assesses the adequacy of competency attainment data available to states to evaluate the effectiveness of local programs. It contains recommendations to the Secretary of Labor and to the Congress. This report is part of the General Accounting Office's basic legislative responsibility to provide information needed for Congressional oversight.

Hall, Linda, The Employment Competencies in Vermont. Montpelier, Vermont: State of Vermont Department of Employment and Training Job Training Office, December 1986.

This is an analysis of the Vermont Employment Competency System, evaluation and recommendations. It examines "What should an excellent employment competency system look like? and compares it with current reality. It contains excellent recommendations about the learning needs of special populations, program awareness, choosing and training staff and better selection of employers.

[Illinois] Department of Commerce and Community Affairs. Illinois Technical Assistance Materials. Springfield, Illinois: April 26, 1989.

This is a compilation of a variety of technical assistance materials. It describes the process for developing sufficiently developed systems. Seven sections cover Quantifiable Learning Objectives, Related Curricula, Pre-Assessment and Post Assessment, Employability Planning, Documentation, Certification, and Program Models. It refers to the Skills Training and Education Program in the State of Alabama. It contains a good basic overview on setting up a youth employment competency system, from PIC activities to evaluating existing system and implementation. It includes a listing of technical assistance and bibliographic resource by section. Among the key features of this compendium are a step by step process for identifying competencies, reviewing existing systems, and training staff. It provides a list of resources for obtaining curricula for pre-employment/work maturity, basic academic and job specific skills. Finally, it contains a good discussion of pre and post assessment activities

and several examples of tools, and an extensive listing of standardized tests available.

Kansas Youth Program Advisory Committee. The Kansas Model. Topeka, Kansas: JTPA Youth Employment Competency System, Revised January 1989.

This is quite a complete "stand alone" program manual which reviews the Youth Employment Competency System, Pre-Employment/Work Maturity Competencies, Basic Education Skills Competencies, Job Specific Skills and Competencies. It is presented by an overview, a definition of competency areas, elements, and process. Documentation, certification and tracking systems are presented by elements, instruments and process. It includes competency statements, instructions and assessment indicators.

Kentucky Department for Employment Services. Technical Assistance Guide on Youth Employment Competency Systems. Frankfort, Kentucky: Department for Employment Services, May 1989.

This is a technical assistance guide containing an explanation of the competency areas, performance standards, system elements, Title II-A Job Training Plan, Monitoring Guide and Management Information System (MIS) reporting format, and guidance on how to complete the JASR for 1988-89. The Appendices contain some curricula and background materials.

Kozumplik, Ricki, and the North Central Indiana Private Industry Council, NCIPIC Pre-Employment/Work Maturity Pre- and Post Tests,.Peru, Indiana: June 7, 1989.

These materials contain an overview of the North Central Indiana Private Industry Council's Employment Competency System, a Pre-Employment/Work Maturity acquisition record, pre-tests and post-tests. Also included are a Trainee Orientation Manual for individuals participating in work experience, and a related Supervisor's Handbook. (Similar manuals are available for Try-Out Employment, On-The-Job Training, Basic Education Classroom Training and Occupational

Skills Classroom Training.) The Supervisor's Handbooks contain teaching guides, assignment sheets, sample forms, schedules, scoring, and checklists. These materials provide excellent "how-to" information for teaching the participants.

Los Angeles Community Development Department, Training and Job Development Division. Youth Employment Competency System. Los Angeles, California: Los Angeles Private Industry Council, May 1986.

This is a guide for practitioners which reviews elements of the youth employment competency system, pre-employment and work maturity, basic education skills, job specific skills, management information systems. It contains good information on what system parts should include, a helpful hierarchy of pre-employment and work maturity skills, from basic to intermediate to advanced. and contains packets of draft checklists.

The Nebraska Competency System. YouthWorks. Lincoln, Nebraska: Nebraska Department of Labor, Job Training Program Division, Developed by The Center for Remediation Design and ProSync, Inc., 1989.

This is a Pre-Employment/Work Maturity Curriculum Developed for Job Training of Greater Nebraska. It is a manual containing pre-employment/work maturity and basic education skills identified by Greater Omaha, Greater Lincoln and Greater Nebraska Service Delivery Areas. It contains support materials, methodology and forms for pre-test, initial assessment, competency measures, components, indicators, mastery, benchmark assessment, method of measurement, suggested activities, post-testing, documentation, and certification.

New York City Department of Employment, Lilliam Barrios-Paoli, Commissioner. Youth Pre-Employment/Work Maturity Competencies Guidelines, Youth Pre-Employment/Work Maturity Competencies Pre-Test, and Youth Pre-Employment/Work Maturity Curriculum Content Outline. New York: January 1989.

This package of materials contains youth pre-employment/work maturity competencies guidelines (with statements of competencies, benchmark tests with answer and scoring key, competency certification form and contract monitoring instrument); Pre-test (with answer sheet and key); and Curriculum Content Outline. This contains course objectives to assess occupational interests, aptitudes and set goals, identify personal strengths, weaknesses and barriers to successful employment, communicate effectively with employers, instructors and co-workers, effectively search for a job, skillfully apply for a job, and exhibit appropriate work and work related behavior. The Appendix includes guidelines for holding group discussions, guidelines for observing and analyzing group behavior, guidelines for role-playing and a selected bibliography.

The Private Industry Council, Youth Employment Institute. Employment Training Competencies. Portland, Oregon: July 1, 1989.

These materials included excellent workbooks on Competencies: Pre-Employment, Work Maturity, and Basic Skills Competencies. Explanations of Competency, Indicators, Benchmarks, and Assessment Methods. Samples included self-sufficiency plan, "Most In Need" rating scale, eligibility packet and competency packets, and career plan packet. Contains workbooks for Employment Training Entry Level, Employment Training Continuum Level, and Employment Training Exit-Career Level.

Mid-Willamette Jobs Council, Mid-Willamette Private Industry Council. Employment Competency Program. Salem, Oregon: Revised February 1989.

These materials contain excellent Instructors Manuals and Workbooks. The Instructor's Manual contains policy, procedures and responsibilities governing Jobs Council YEC program. It presents seven elements as well as procedures for implementing them; four instructional areas -- self assessment, preparation, sales presentation, and work maturity. There are good presentations and materials for each unit. The format is: Competency Area, Topic, Objectives, Competency Statement, Benchmark, Assessment, Activities, Materials, Documentation for Competency, and Instruction To Take Place.

Pocket Guides to Youth Employment Competencies From Region VI, compiled by Kathleen King, Region VI, U.S. Department of Labor, August 1989.

This package contains materials designed for JTPA-newcomer training in the components of the Youth Competency program. The Pocket Guides summarize basic planning steps, the seven required elements, points of accountability, and contain support materials. Available Pocket Guides include "Current Federal Policy Issues on Youth Employment Competencies," the "Pocket Guide to Basic Education Skills," and the "Pocket Guide to Job Specific Skills."

Spill, Rick, National Alliance of Business. A Systems Approach to Youth Employment Competencies. United States Department of Labor, Employment and Training Administration, 1987.

This large volume of over 1,100 pages provides guidance in developing local youth employment competency systems. It includes structural and procedural alternatives in 1) pre-employment/work maturity (pp. 215-430); 2) basic education (pp. 431-677); and 3) job specific skills. The Appendix contains forms and samples (pp. 679-1,121). This publication was prepared for the U.S. Department of Labor by the National Alliance of Business, under contract to the Technical Assistance and Training Corporation.

APPENDIX C
JTPA ANNUAL STATUS REPORT (JASR)

JTPA Annual Status Report (JASR)

1. Purpose. The JTPA Annual Status Report (JASR) displays cumulative data on participation, termination, performance measures and the socio-economic characteristics of all terminees on an annual basis. The information will be used to determine levels of program service and performance measures. Selected information will be aggregated to provide quantitative program accomplishments on a local, State, and national basis.

2. General Instructions. The Governor will submit: 1) a combined Statewide JASR for Title III Formula and Discretionary National Reserve (Column D only) and 2) for Title II-A (Columns A-C) a separate JASR for each designated Service Delivery Area (SDA). (A Statewide summary of these SDA data need not be submitted.) Grantees may determine whether the reports are submitted on JASR forms or as a computer printout, with data, including signature and title, date signed and telephone number, arrayed as indicated on the JASR form. If revisions are made to the JASR data after the reporting deadline, revised copies of the JASR should be submitted to DOL as soon as possible according to the required reporting procedures.

   NOTE: For JASR reporting purposes, Title II-A shall refer to programs operated with funds authorized under Section 202(a) of the Act or otherwise distributed by the Governor under Section 202(b)(3) (six percent) of the Act--incentive grants for service to the hard-to-serve and programs exceeding performance standards. (Concentrated Employment Programs (CEPs) should report total Title II-A program expenditures of 78% funds, special supplemental allocations, and 6% incentive grants.) Do not include data on (six percent) funds authorized under Section 202(b)(3) for technical assistance. Participants and expenditures under Title I, Sections 123 (8%) and 124 (3%), and expenditures under Title II, Section 202 (b)(4)(five percent) and any participants, if applicable, are likewise excluded from the JASR.

   NOTE: Participant and expenditure information under Title II-B, Summer Youth Employment and Training Program (SYETP), is also excluded from the JASR.

   SDAs should not terminate from Title II-A youths who participate in the Title II-B Summer Program unless they are not expected to return to Title II-A for further employment, training and/or services.

   If these youths receive concurrent employment, training and/or services under both Titles II-A and II-B, they are to be considered participants in both titles for

U.S. DEPARTMENT OF LABOR Employment and Training Administration JTPA ANNUAL STATUS REPORT	a. STATE/SDA NAME AND ADDRESS	b. REPORT PERIOD FROM TO

I. PARTICIPATION AND TERMINATION SUMMARY	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
A. TOTAL PARTICIPANTS				
B. TOTAL TERMINATIONS				
1. Entered Unsubsidized Employment				
a. Also Attained Any Youth Employability Enhancement				
2. Youth Employability Enhancement Terminations				
a. Attained PIC-Recognized Youth Employment Competencies				
b. Completed Program Objectives (14-15 year olds)				
3. All Other Terminations				

Line No.		II. TERMINEES PERFORMANCE MEASURES INFORMATION	(A)	(B)	(C)	(D)
1	Sex	Male				
2		Female				
3	Age	14 - 15				
4		16 - 17				
5		18 - 21				
6		22 - 29				
7		30 - 54				
8		55 and over				
9	Education Status	School Dropout				
10		Student				
11		High School Graduate or Equivalent (No Post-High School)				
12		Post-High School Attendee				
13	Family Status	Single Head of Household With Dependent(s) Under Age 18				
14	Race/Ethnic Group	White (Not Hispanic)				
15		Black (Not Hispanic)				
16		Hispanic				
17		American Indian or Alaskan Native				
18		Asian or Pacific Islander				

c. SIGNATURE AND TITLE	d. DATE SIGNED	e. TELE. NO.

a. STATE/SDA NAME AND ADDRESS	REPORT PERIOD FROM	TO

Line No.		II. TERMINEES PERFORMANCE MEASURES INFORMATION - Continued	Total Adults (A)	Adults (Welfare) (B)	Youth (C)	Dislocated Workers (D)
19	Other Barriers To Employment	Limited English Language Proficiency				
20		Handicapped				
21		Offender				
22		Reading Skills Below 7th Grade Level				
23		Long-Term AFDC Recipient	▨			▨
24	U.C. Status	Unemployment Compensation Claimant				
25	Labor Force Status	Unemployed: 15 or More Weeks of Prior 26 Weeks				
26		Not in Labor Force				
27	Welfare Grant Info	Welfare Grant Type: AFDC	▨			▨
28		GA/RCA	▨			▨
29		Average Weeks Participated				
30		Average Hourly Wage at Termination				
31		Total Program Costs (Federal Funds)		▨		
32		Total Available Federal Funds		▨	▨	
		III. FOLLOW-UP INFORMATION				
33		Employment Rate (At Follow-up)			▨	
34		Average Weekly Earnings of Employed (At Follow-up)			▨	
35		Average Number of Weeks Worked in Follow-up Period			▨	
36		Sample Size			▨	
37		Response Rate			▨	
		IV. YOUTH EMPLOYMENT COMPETENCY ATTAINMENT INFORMATION				
38		Attained Any Competency Area	▨	▨		▨
39		Pre-Employment/Work Maturity Skills	▨	▨		▨
40		Basic Education Skills	▨	▨		▨
41		Job Specific Skills	▨	▨		▨

REMARKS:

purposes of recording actual number of weeks participated, dollars expended, and other pertinent data.

If, however, these youths do not receive Title II-A employment, training and/or services while participating in Title II-B, this period is not to be included in the calculation of actual number of weeks participated in Title II-A at Line 29, Column C.

The reporting period begins on the starting date of each JTPA program year, as stated in Section 161 of the Act. Reports are due in the national and regional offices no later than 45 days after the end of each program year. Two copies of the JASR are to be provided to:

Employment and Training Administration
U.S. Department of Labor
ATTN: TSVR -- Rm. S-5306
200 Constitution Avenue, N.W.
Washington D.C. 20210

At the same time an additional copy of the JASR is to be provided to the appropriate Regional Administrator for Employment and Training in the DOL regional office that includes the State in which the JTPA recipient is located.

3. Facsimile of Form. See the following page.

4. Instructions for Completing the JTPA Annual Status Report (JASR).

   a. State/SDA Name, Number and Address

   Enter the name and address of the State agency that will administer the grant recipient's program (Title III report). Enter the name, **ETA assigned SDA number** and address of the designated SDA subrecipient, as appropriate (Title II-A report).

   b. Report Period

   Enter in "From" the beginning date of the designated JTPA program year and enter in "To" the ending date of that program year.

   c. Signature and Title (at bottom of the page)

   The authorized official signs here and enters his/her title.

d. Date Signed

Enter the date the report was signed by the authorized official.

e. Telephone Number

Enter the area code and telephone number of the authorized official.

5. General Information. For purposes of the JASR, the Total Adults and Adults (Welfare) columns will include terminees age 22 years and older. Thus, the column breakouts are based strictly on age rather than on program strategy. The youth column will include terminees who were age 14-21 at the time of eligibility determination. The Dislocated Workers column may include adults and youth, as applicable.

Unless otherwise indicated, data reported on characteristics of terminees should be based on information collected at the time of eligibility determination.

CHARACTERISTICS INFORMATION OBTAINED ON AN INDIVIDUAL AT THE TIME OF ELIGIBILITY DETERMINATION FOR THE RECIPIENT'S JTPA PROGRAM SHOULD NOT BE UPDATED WHEN THE INDIVIDUAL TERMINATES FROM THE JTPA PROGRAM.

COLUMN HEADINGS

Column A Total Adults

This column will contain an entry for each appropriate item for all adult participants in Title II-A only.

Column B Adults (Welfare)

This column will contain an entry for each appropriate item for adult participants in Title II-A who were listed on the welfare grant and were receiving cash payments under AFDC (SSA Title IV), General Assistance (State or local government), or the Refugee Assistance Act of 1980 (PL 96-212) at the time of JTPA eligibility determination. For reporting and performance standards purposes, exclude those individuals who receive only SSI (SSA Title XVI) from entries in Column B.

NOTE: Column B is a sub-breakout of Column A; therefore, Column B should be less than or equal to Column A for each line entry.

Column C Youth

This column will contain an entry for each appropriate item for all participants, aged 14 - 21, in Title II-A only.

Column D Dislocated Workers

This column will contain an entry for each appropriate item for all participants in Title III Formula and Discretionary National Reserve who were determined to be eligible dislocated workers.

NOTE: Columns A, B, and C apply to Title II-A only. Column D applies to Title III only. All information regarding a given participant must be entered in the same column, e.g., Column C for a youth in Title II-A.

The sum of the entries (all SDAs in a State) in Columns A and C, Item I.A., Total Participants, of the JASR should equal the entry in Column A, Item III.A.1., SDA Participants, of the JSSR, for the same recipient, that includes the final quarter of the same program year. The entry in Column D, Item I.A. of the Statewide JASR for Title III should be the sum of the entries in Columns B and C, Item III.A. of the JSSR, for the same recipient, that includes the final quarter of the same program year for the same grant.

The sum of the entries (all SDAs in a State) in Columns A and C, Item I.B., Total Terminations, of the JASR should equal the entry in Column A, Item III.B.1., SDA Terminations, of the JSSR, for the same recipient, that includes the final quarter of the same program year. The entry in Column D, Item I.B. of the statewide JASR for Title III should be the sum of the entries in Columns B and C, Item III.B. of the JSSR, for the same recipient, that includes the final quarter of the same program year for the same grant.

SECTION I - PARTICIPATION AND TERMINATION SUMMARY

Section I displays the program's accomplishments in terms of the total cumulative number of participants in the program and the number and types of terminations from the program, as of the end of the reporting period.

Entries for Items I.A. and I.B. are cumulative from the beginning of the program year through the end of the reporting period.

Item I.A. Total Participants

Enter by column the total number of participants who are or were receiving employment, training or services (except post-termination services) funded under that program title through the end of the reporting period, including both those on board at the beginning of the designated program year and those who have entered during the program year. If individuals receive concurrent employment, training and/or services under more than one title, they are to be considered participants in both titles for purposes of recording actual number of weeks participated, dollars expended, and other pertinent data.

"Participant" means any individual who has: (1) been determined eligible for participation upon intake; and (2) started receiving employment, training, or services (except post-termination services) funded under the Act, following intake. Individuals who receive only outreach and/or intake and initial assessment services or postprogram follow-up are excluded.

Participants who have transferred from one title to another, or between programs of the same title, should be recorded as terminations from the title or program of initial participation and included as participants in the title or program into which they have transferred, unless they are to be considered concurrent participants in both titles or programs.

Item I.B. Total Terminations

Enter by column the total number of participants terminated after receiving employment, training, or services (except post-termination services) funded under that program title, for any reason, from the beginning of the program year through the end of the reporting period. This item is the sum of Items I.B.1. through I.B.3.

"Termination" means the separation of a participant from a given title of the Act who is no longer receiving employment, training, or services (except post-termination services) funded under that title. NOTE: Individuals may continue to be considered as participants for a single period of 90 days after last receipt of employment and/or training funded under a given title. During the 90-day period, individuals may or may not have received services. For purposes of calculating average weeks participated, this period between "last receipt of employment and/or training funded under a given title" and actual date of termination is defined as "inactive status" and is not to be included in Line 29.

Individuals who initially participate in Title III Formula funded activity and subsequently participate in Title III Discretionary National Reserve funded activity (and conversely), FOR THE COMPLETION OF THE INITIALLY DETERMINED TRAINING OBJECTIVE, may be considered to be concurrent participants in both Title III programs. The type of termination determined for the subsequent program also should be recorded for the initial program for such participants.

For purposes of calculating average weeks participated for such concurrent Title III program participants, the period between "last receipt of employment and/or training funded under a given Title III program" (i.e., Formula or Discretionary National Reserve) and actual date of termination from that Title III program is defined as "inactive status" and is not to be included in Line 29.

Item I.B.1. Entered Unsubsidized Employment

Enter by column the total number of participants who, at termination, entered full- or part-time unsubsidized employment through the end of the reporting period. Unsubsidized employment means employment not financed from funds provided under the Act and includes, for JTPA reporting purposes, entry into the Armed Forces, entry into employment in a registered apprenticeship program, and terminees who became self-employed.

Item I.B.1.a. Also Attained Any Youth Employability Enhancement

Enter the total number of youth who (1) entered unsubsidized employment, Item I.B.1., and (2) also attained any one of the five youth employability enhancements (as enumerated in the instructions for Item I.B.2. below and defined in Appendix C). **This item is a sub-breakout of Item I.B.1.**

Item I.B.2. Youth Employability Enhancement Terminations

Enter the total number of youth who were terminated under one of the Youth Employability Enhancements through the end of the report period. "Youth Employability Enhancement" means an outcome for youth, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for a long-term increase in earnings and employment. Outcomes which meet this requirement shall be restricted to the following: **(1) Attained PIC-Recognized Youth Employment Competencies (two or more); (2) Entered Non-Title II Training; (3) Returned to Full-Time School; (4) Completed Major Level of Education; or (5) Completed Program Objectives (14-15 year olds).**

NOTE: For reporting purposes, **a youth shall not be counted in Item I.B.2. if s/he entered unsubsidized employment**, and shall be counted in only one of the five categories enumerated above, even though more than one outcome may have been achieved.

Item I.B.2.a. Attained PIC-Recognized Youth Employment Competencies

Enter the total number of youth who, at termination, have demonstrated proficiency as defined by the PIC in two or more of the following three skill areas **in which the terminee was deficient at enrollment:** pre-employment/work maturity, basic education, or job-specific skills. Competency gains must be achieved through program participation and be tracked through sufficiently developed systems that must include: quantifiable learning objectives, related curricula/training modules, pre- and post-assessment, employability planning, documentation, and certification. This item is a sub-breakout of Item I.B.2.
During PY '88, competency attainment in one skill area will meet this definition.

NOTE: Terminees who have attained a competency in basic education skills and/or job specific skills through training funded under 8% programs and/or cooperative agreements may be counted in Item I.B.2.a. provided such training was for completion of a training objective initially determined while in a youth employment competency system operated under 78% funds.

Appendix B defines the minimal structural and procedural elements of a sufficiently developed youth employment competency system as well as the minimal requirements for ensuring consistency in the reporting of competency attainment in the pre-employment/work maturity skill area.

Item I.B.2.b. Completed Program Objectives (14-15 year olds)

Enter the total number of youth (ages 14 and 15 only) who, at termination, had completed a program objective. This item is a sub-breakout of Item I.B.2.

NOTE: For Column C, (1) Item I.B.2.b. cannot be greater than Item II.3., (2) the sum of Items I.B.2.a. and I.B.2.b. cannot be greater than Item I.B.2. and (3) Item I.B.1. plus Item I.B.2. plus Item I.B.3. must equal Item I.B.

Item I.B.3. All Other Terminations

Enter by column the total number of participants who were terminated for reasons other than those in Items I.B.1. and I.B.2., successful or otherwise, through the end of the reporting period. Include intertitle transfers here. See notes at Item I.B.

SECTION II - TERMINEE PERFORMANCE MEASURES INFORMATION

Section II displays performance measures/parameters information. As indicated previously, data reported on characteristics of terminees should be based on information collected at time of eligibility determination unless otherwise indicated.

Governors may develop any participant record which meets the requirements of Section 629.35(c) and (d) of the JTPA regulations. The DOL/ETA Technical Assistance Guide: The JTPA Participant Record, dated May 1983, may be used as a reference.

Line Item Definitions and Instructions

Sex

Line 1 Male
Line 2 Female

Distribute the terminees by column according to Sex. The sum of Lines 1 and 2 in each column should equal Item I.B. in that column.

Age

Line 3	14-15
Line 4	16-17
Line 5	18-21
Line 6	22-29
Line 7	30-54
Line 8	55 and over

Distribute the terminees by column according to Age. The sum of Lines 3 through 8 in each column should equal Item I.B. in that column.

Education Status

Line 9	School Dropout
Line 10	Student
Line 11	High School Graduate or Equivalent (No Post-High School)
Line 12	Post-High School Attendee

Distribute the terminees by column according to Education Status. The sum of Lines 9 through 12 in each column should equal Item I.B. in that column.

Family Status

Line 13	Single Head of Household with Dependent(s) Under Age 18.

Enter the total number of terminees by column for whom the above Family Status classification applies.

Race/Ethnic Group

Line 14	White (Not Hispanic)
Line 15	Black (Not Hispanic)
Line 16	Hispanic
Line 17	American Indian or Alaskan Native
Line 18	Asian or Pacific Islander

Distribute the terminees by column according to the Race/Ethnic Groups listed above. For purposes of this report, Hawaiian Natives are to be recorded as "Asian or Pacific Islander". The sum of Lines 14 through 18 in each column should equal Item I.B. in that column.

Other Barriers to Employment

Line 19 Limited English Language Proficiency
Line 20 Handicapped
Line 21 Offender
Line 22 Reading Skills Below 7th Grade Level
Line 23 Long-Term AFDC Recipient

Enter the total number of terminees by column for whom each of the above Other Barriers to Employment apply.

U. C. Status

Line 24 Unemployment Compensation Claimant

Enter the total number of terminees by column for whom the above Unemployment Compensation Status classification applies.

Labor Force Status

Line 25 Unemployed: 15 or More Weeks of Prior 26 Weeks
Line 26 Not in Labor Force

Enter the total number of terminees by column for whom each of the above Labor Force Status classifications apply.

Welfare Grant Information

Line 27 Welfare Grant Type: AFDC
Line 28 GA/RCA

Distribute by column the total number of adult and youth welfare terminees who, at eligibility determination, were receiving (or whose family was receiving) cash payments under **AFDC** (SSA Title IV), **GA**, General Assistance (State or local government) or **RCA** (Refugee Cash Assistance) under the Refugee Assistance Act of 1980 (PL 96-212). If a welfare recipient terminee (or his/her family) received AFDC cash payments, include such terminee on Line 27. A welfare recipient terminee (or his/her family) who received cash payments under GA and/or RCA, but not AFDC, should be included on Line 28. The sum of Lines 27 and 28 in Column B, Adults (Welfare), should equal Item I.B. in that column. The sum of Lines 27 and 28 in Column C, Youth, should be the same as or less than Item I.B. in that column.

Other Program Information

Line 29 Average Weeks Participated

Enter by column the average number of weeks of participation in the program for all terminees. Weeks of participation include the period from the date an individual becomes a participant in a given title through the date of a participant's last receipt of employment and/or training funded under that title. **Exclude the single period of up to 90 days during which an individual may remain in an inactive status prior to termination. Time in inactive status for all terminees should not be counted toward the actual number of weeks participated.** Inactive status is defined as that period between "last receipt of employment and/or training funded under a given title" and actual date of termination. See note at Item I.B.

To calculate this entry: Count the number of days participated for each terminee, including weekends, from the start date of his/her participation in the title until his/her last receipt of employment and/or training under that title. For those who receive services only, use date of last receipt of such services. Divide this result by 7. This will give the number of weeks participated for that terminee. Sum all the terminees' weeks of participation and divide the result by the number of terminees, as entered (by column) in Item I.B. This entry **should be reported to the nearest whole week.**

Line 30 Average Hourly Wage at Termination

Enter by column the average hourly wage at termination for the total number of terminees in Item I.B.1.

To calculate this entry: Sum the hourly wage at termination for all the terminees shown in Item I.B.1. Divide the result by the number of terminees shown in Item I.B.1.

Hourly wage includes any bonuses, tips, gratuities and commissions earned.

Line 31 Total Program Costs (Federal Funds)

Enter the total accrued expenditures, through the end of the reporting period, of the funds allocated to SDAs under Section 202 (a) of the Act or otherwise distributed by the Governor to SDAs under Section 202(b)(3) -- incentive grants for services to the hard-to-serve and programs exceeding performance standards -- for Title II-A programs in Columns A and C (includes costs of services to participants aged 14-21), as appropriate, for all participants served. Do not include expenditures of funds authorized under Section 202(b)(3) for technical assistance. Exclude expenditures under Title I, Sections 123 (8%) and 124 (3%) and Title II Section 202(b)(4) (5%). Enter the total accrued expenditures of Title III funds received by the Governor under Section 301 of the Act in Column D only, for all Title III participants served through the end of the reporting period. Include expenditures of Federal funds only, both Formula and Discretionary National Reserve.

NOTE: Entries will be made to the nearest dollar. Negative entries are not acceptable. The JASR program cost data will be compiled on an accrual basis. If the recipient's accounting records are not normally maintained on an accrual basis, the accrual information should be developed through an analysis of the records on hand or on the basis of best estimates.

The sum of the entries in Columns A and C, Line 31, Total Program Costs, of the JASR (i.e., total for the State's SDAs under Title II-A) should equal the entry in Column A, Item I.A.1., SDA Total Program Expenditures, of the JSSR, and the sum of the entries (all SDAs in a State) in Column C, Line 31 of the JASR should equal the entry in Column A, Item II. of the JSSR, for the same recipient, that includes the final quarter of the same program year. The entry in Column D, Line 31, of the Statewide JASR for Title III should be the sum of the entries in Columns B and C, Item I.A. of the JSSR, for the same recipient, that includes the final quarter of the same program year for the same grant.

Line 32 Total Available Federal Funds

Enter the total Federal funds available for the Title II-A or Title III program described on this report including (1) unexpended funds carried over from previous program years, (2) funds allocated or awarded for this program year, and (3) any reallocation that **increased or decreased** the amount of funds available for expenditure through the end of this reporting period. **Enter all Title II-A funds (Adults and Youth) in Column A and all Title III funds in Column D.** Title II-A funds include those allocated to the SDA by the Governor under Section 202(a) of the Act, as well as incentive grants for services to the hard-to-serve and for programs exceeding performance standards under Section 202(b)(3). Exclude funds authorized under Section 202(b)(3) (6%) for technical assistance to SDAs and funds received for activities under Sections 123 (8%) and 124 (3%) and Section 202(b)(4) (5%). Title III funds include all Formula amounts under Section 301(b) and all Discretionary National Reserve awards under Section 301(a).

SECTION III - FOLLOW-UP INFORMATION

Section III displays information based on follow-up data which must be collected through participant contact to determine an individual's labor force status and earnings, if any, during the 13th full calendar week after termination and the number of weeks s/he was employed during the 13-week period. Follow-up data should be collected from participants whose 13th full calendar week after termination ends during the program year (the follow-up group). **Thus, follow-up will be conducted for individuals who terminate during the first three quarters of the program year and the last quarter of the previous program year.**

Follow-up data will be collected for the following terminees: Title II-A adults, adult welfare recipients, and Title III dislocated workers (Columns A, B, and D). No follow-up information is required for Title II-A youth (Column C).

The procedures used to collect the follow-up data are at the discretion of the Governors. **However, in order to ensure consistency of data collection and to guarantee the quality of the follow-up information, follow-up procedures must satisfy certain criteria. (See the Follow-up Guidelines included in these JASR instructions, Appendix A.)**

NOTE: Every precaution must be taken to prevent a "response bias" which could arise because it may be easier to contact participants who were employed at termination than those who were not and because those who entered employment at termination are more likely to be employed at follow-up. Special procedures have been developed by which SDAs and States can monitor response bias. **If your response rates for those who were and were not employed at termination differ by more than 5 percentage points, the follow-up entries for the JASR must be calculated using the "Worksheet for Adjusting Follow-up Performance Measures" in the Follow-up Technical Assistance Guide.** If the response rates differ by 5 percentage points or less, the following instructions for completing Lines 33-35 may be used.

Line 33 Employment Rate (At Follow-up)

Enter by column the employment rate at follow-up.

Calculate the employment rate by dividing the total number of respondents who were employed (full-time or part-time) during the 13th full calendar week after termination by the total number of respondents (i.e., terminees who completed follow-up interviews). Then multiply the result by 100. **This entry should be reported to the nearest one decimal (00.0).**

Line 34 Average Weekly Earnings of Employed (At Follow-up)

Enter by column the average weekly earnings of those employed (full-time or part-time) at follow-up.

Calculate the (before-tax) average weekly earnings by multiplying the hourly wage by the number of reported hours for each respondent employed at follow-up; and, if appropriate, add tips, overtime, bonuses, etc. Divide the sum of weekly earnings for all respondents employed **during the 13th full calendar week after termination** by the number of respondents employed at the time of follow-up. **Respondents not employed at follow-up are not included in this average. This entry should be reported to the nearest whole dollar.**

Weekly earnings include any wages, bonuses, tips, gratuities, commissions and overtime pay earned.

Line 35 Average Number of Weeks Worked in Follow-up Period

Enter by column the average number of weeks worked.

To calculate the average number of weeks worked (full-time or part-time), divide the sum of the number of weeks worked during the 13 full calendar weeks after termination for all respondents who worked, by the total number of all respondents, **whether or not** they worked any time during this 13-week follow-up period. **This entry should be reported to the nearest one decimal (00.0).**

Line 36 Sample Size

Enter by column the size of the actual sample selected to be contacted for follow-up. (For Title III **only,** a statewide sample of dislocated workers must be selected. For Title II-A, i.e., total adults and adult welfare recipients, SDA samples must be selected.)

NOTE: If oversampling was used, the sample size should include all those selected, not just the required minimum sample size. Those deceased or severely incapacitated to the point of being unable to respond at follow-up may be excluded from the sample size.

Line 37 Response Rate

Enter by column the overall response rate, i.e., the percentage of complete surveys obtained.

To calculate the overall response rate, divide the number of terminees with complete follow-up information by the total number of terminees included in the follow-up sample (Line 36) and multiply by 100. **This entry should be reported to the nearest whole percent.**

NOTE: Complete follow-up information consists of substantive answers to the required follow-up questions and may not include "don't know", "no answer" or "don't remember".

SECTION IV - YOUTH EMPLOYMENT COMPETENCY ATTAINMENT INFORMATION

Section IV displays information relevant to youth employment competency attainment as **defined by the PIC. Regardless of termination type,** the following data represent the total cumulative number of individuals that attained a youth employment competency in any of the three skill areas and the numbers of individuals who attained a competency in (1) pre-employment/work maturity, (2) basic education and/or (3) job specific skills.

NOTE: Terminees who have attained a competency in **basic education skills and/or job specific skills** through training funded under **8% programs and/or cooperative agreements may** be counted in Section IV provided such training was for completion of a training objective initially determined while in a youth employment competency system operated under 78% funds.

Appendix B defines the minimal structural and procedural elements of a sufficiently developed youth employment competency system as well as the minimal requirements for ensuring consistency in the reporting of competency attainment in the pre-employment/work maturity skill area.

Line 38 Attained Any Competency Area

Enter in Column C the total unduplicated number of youth terminees who were enrolled in a youth employment competency component and who attained a competency in at least one skill area.

NOTE: Lines 39-41 are not sub-breakouts of Line 38 because one individual may attain several competencies and may be recorded on more than one of Lines 39-41. That individual may be recorded only once on Line 38, thus, Lines 39-41 need not sum to Line 38.

Line 39 Pre-Employment/Work Maturity Skills

Enter in Column C the number of youth terminees who attained a competency in the pre-employment/work maturity skill area.

Line 40 Basic Education Skills

Enter in Column C the number of youth terminees who attained a competency in the basic education skill area.

Line 41 Job Specific Skills

Enter in Column C the number of youth terminees who attained a competency in the job specific skill area.

NOTE: An entry of "0" on any of Lines 39-41 may indicate that the PIC has determined that a specific skill area is not necessary to become employment competent in their local labor market.

Appendix A

Follow-up Guidelines

To ensure consistent data collection and as accurate information as possible, procedures used to obtain follow-up information must satisfy the following criteria:

- Participant contact should be conducted by telephone or in person. Mail questionnaires may be used in those cases where an individual does not have a telephone or cannot be reached.
- Participant contact must occur as soon as possible after the 13th full calendar week after termination but no later than the 17th calendar week after termination.
- Data reported are to reflect the individual's labor force status and earnings during the 13th full calendar week after termination and the number of weeks s/he was employed throughout the 13-week period after termination.
- Interview questions developed by DOL (see following Exhibit) must be used to determine the follow-up information reported on the JASR. Respondents must be told that responding is voluntary and that information provided by them will be kept confidential. Other questions may be included in the interview. Attitudinal questions may precede DOL questions, but questions related to employment and earnings must follow.

EXHIBIT

Minimum Postprogram Data Collection Questions

A. I want to ask you about the week starting on Sunday, ______, and ending on Saturday, ________, which was (last week/two/three/four weeks ago).

1. Did you do any work for pay during that week?

______ Yes [Go to 2]

______ No [Go to C]

2. How many hours did you work in that week?

______ Hours

3. How much did you get paid per hour in that week?

______ Dollars per hour

4. How much extra, if any, did you earn in that week from tips, overtime, bonuses, commissions, or any work you did on the side, before deductions?

______ Dollars

B. Now I want to ask you about the entire 13 weeks from Sunday, ________, to Saturday, ________.

5. Including the week we just talked about, how many weeks did you work at all for pay during the 13-week period?

______ Weeks [Go to end]

ALTERNATIVE QUESTIONS

C. If answered "NO" to Question 1:

Now I want to ask you about the entire 13 weeks from Sunday, ________, to Saturday, ________.

6. Did you do any work for pay during that 13-week period?

______ Yes [Go to 7]

______ No [Go to end]

7. How many weeks did you do any work at all for pay during that 13-week period?

- Attempts must be made to contact all individuals unless terminee populations are large enough to use sampling.

- At least six attempts may need to be made to contact enough individuals in the follow-up group to obtain the required response rate.

- For each SDA (Title II-A) or combined Statewide (Title III Formula and National Reserve) report (JASR), minimum response rates of 70% are required for each of the following six groups: among adults, those who entered employment at termination and those who did not enter employment at termination; among welfare recipients, those who entered employment at termination and those who did not enter employment at termination; and among dislocated workers, those who entered employment at termination and those who did not enter employment at termination. The response rate is calculated as the number of terminees with complete follow-up information divided by the total number of terminees included in the group eligible for follow-up.

Sampling Procedures

Where sampling is used to obtain participant contact information, it is necessary to have a system which ensures consistent random selection of sample participants from all terminees in the group requiring follow-up.

- No participant in the follow-up group may be arbitrarily excluded from the sample.

- Procedures used to select the sample must conform to generally accepted statistical practice, e.g., a table of random numbers or other random selection techniques must be used.

- The sample selected for contact must meet minimum sample size requirements indicated in Table 1.

The use of sampling will depend on whether the terminee populations are large enough to provide estimates which meet minimum statistical standards. If the number of terminees for whom follow-up is required is less than 138, sampling cannot be used. In such cases attempts must be made to contact all the appropriate terminees.

Minimum Sample Sizes for Follow-up

To determine the minimum number of terminees to be included in the follow-up sample, refer to Table 1 in the following instructions. Find the row in the left-hand column that contains the planned number of terminees for each of the groups requiring follow-up: adults, welfare recipients and dislocated workers. The required minimum sample size is given in the middle column of that row. The last column gives sampling percentages that will assure that the minimum sample size is obtained.

NOTE: The welfare recipients in the adult sample may be used as part of the welfare sample. In this case, an additional number of welfare recipients must be randomly selected to provide a supplemental sample large enough to meet the same accuracy requirements as other groups requiring follow-up. To determine the minimum size of this supplemental welfare sample, find the row in the left-hand column of Table 1 that contains the planned total number of welfare recipients requiring follow-up. From the corresponding entry in the middle column, subtract the number of welfare recipients included in the adult sample. The remainder represents the minimum size of the supplemental sample of welfare recipients required for contact.

Table 1

MINIMUM SAMPLE SIZES FOR FOLLOW-UP

Number of Terminees in Follow-up Population	Minimum Sample Size	Sampling Percentages
1 - 137	All	100
138 - 149	137	94
150 - 159	143	92
160 - 169	149	89
170 - 179	154	87
180 - 189	159	85
190 - 199	164	84
200 - 224	175	82
225 - 249	185	78
250 - 274	194	74
275 - 299	202	71
300 - 349	217	67
350 - 399	229	62
400 - 449	240	57
450 - 499	250	53
500 - 599	265	50
600 - 749	282	44
750 - 999	302	38
1,000 - 1,499	325	30
1,500 - 1,999	338	22
2,000 - 2,999	352	17
3,000 - 4,999	364	12
5,000 or more	383	7.3

Correcting for Differences in Response Rates

Different response rates for those terminees who entered employment at termination and those who did not are expected to bias the performance estimates because those who entered employment at termination are more likely to be employed at follow-up. It is assumed that those who were employed at termination are easier to locate than those who were unemployed because the interviewer has more contact sources (e.g., name of employer). The resulting response bias can artificially inflate performance results at follow-up.

To account for this problem, separate response rates should be calculated for those who were employed at termination and for those who were not. These separate response rates should be calculated for three groups: all adult II-A terminees, welfare recipients and Title III terminees.

For each group, if the response rates of those employed at termination and those not employed differ by more than 5 percentage points, then the "Worksheet for Adjusting Follow-up Performance Measures" in the Follow-up Technical Assistance Guide must be used to correct the follow-up measures for that group.

Appendix B

PIC-RECOGNIZED YOUTH EMPLOYMENT COMPETENCIES

A. General Description of Youth Employment Competency Skill Areas

- Pre-employment skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation; and
  Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.

- Basic education skills include reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills in the workplace.

- Job-specific skills -- Primary job-specific skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary job-specific skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

B. Sufficiently Developed Systems for Youth Employment Competencies

A sufficiently developed youth employment competency system must include the following structural and procedural elements:

1. Quantifiable Learning Objectives

- **PIC-recognized competency statements that are quantifiable, employment-related, measurable, verifiable learning objectives that specify the proficiency to be achieved as a result of program participation.**

Employment competencies/quantifiable learning objectives approved by the PIC as relevant to the SDA must include a description of the skills/knowledge/attitudes/behavior to be taught, the levels of achievement to be attained, and the means of measurement to be used to demonstrate competency accomplishment. The level of achievement selected should enhance the youth's employability and opportunities for postprogram employment.

2. Related Curricula, Training Modules, and Approaches

- **Focused curricula, training modules, or behavior modification approaches which teach the employment competencies in which youth are found to be deficient.**

Such related activities, components, or courses must encompass participant orientation, work-site supervisor/instructor/community volunteer training, and staff development endeavors as appropriate. They also must include, as appropriate, relevant agreements, manuals, implementation packages, instructions, and guidelines. A minimum duration of training must be specified which allows sufficient time for a youth to achieve those skills necessary to attain his/her learning objectives.

3. Pre-Assessment

- **Assessment of participant employment competency needs at the start of the program to determine if youth require assistance and are capable of benefitting from available services.**

A minimum level of need must be established before a participant is eligible to be tracked as a potential "attained PIC-recognized youth employment competency" outcome. All assessment techniques must be objective, unbiased and conform to widely accepted measurement criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers.

4. Post-Assessment (Evaluation)

- Evaluation of participant achievement at the end of the program to determine if competency-based learning gains took place during project enrollment.

Intermediate checking to track progress is encouraged. All evaluation techniques must be objective, unbiased and conform to widely accepted evaluation criteria. Measurement methods used must contain clearly defined criteria, be field tested for utility, consistency, and accuracy, and provide for the training/preparation of all raters/scorers.

5. Employability Development Planning

- Use of assessment results in assigning a youth to appropriate learning activities/sites in the proper sequence to promote participant growth and development, remedy identified deficiencies, and build upon strengths.

6. Documentation

- Maintenance of participant records and necessary reporting of competency-based outcomes to document intra-program learning gains achieved by youth.

7. Certification

- Proof of youth employment competency attainment in the form of a certificate for participants who achieve predetermined levels of proficiency to use as evidence of this accomplishment and to assist them in entering the labor market.

C. Guidelines for Ensuring Consistency in the Reporting of Pre-Employment/Work Maturity Skill Competencies

Individuals should demonstrate proficiency in each of the following 11 core competencies. In order for an attainment to be reported in the area of pre-employment/work maturity, at least one PIC-certified competency statement must be developed/quantified in each of the following 11 core competencies -- **provided that at least 5 of these learning objectives were achieved during program intervention:**

1. Making Career Decisions

2. Using Labor Market Information

3. Preparing Resumes

4. Filling Out Applications

5. Interviewing

6. Being Consistently Punctual

7. Maintaining Regular Attendance

8. Demonstrating Positive Attitudes/Behavior

9. Presenting Appropriate Appearance

10. Exhibiting Good Interpersonal Relations

11. Completing Tasks Effectively

Appendix C

Definitions of Terms Necessary for Completion of Reports

EMPLOYMENT/TRAINING SERVICES

ASSESSMENT -- services are designed to initially determine each participant's employability, aptitudes, abilities and interests, through interviews, testing and counseling to achieve the applicant's employment related goals.

FOLLOW-UP -- is the collection of information on a terminee's employment situation at a specified period after termination from the program.

INTAKE -- includes the screening of an applicant for eligibility and: (1) a determination of whether the program can benefit the individual; (2) an identification of the employment and training activities and services which would be appropriate for that individual; (3) a determination of the availability of an appropriate employment and training activity; (4) a decision on selection for participation and (5) the dissemination of information on the program.

OUTREACH -- activity involves the collection, publication and dissemination of information on program services directed toward economically disadvantaged and other individuals eligible to receive JTPA training and support services.

YOUTH EMPLOYABILITY ENHANCEMENT TERMINATION

An outcome for youth, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for long-term increase in earnings and employment. The five youth employability enhancement outcomes are:

(1) Demonstrated proficiency in youth employment competencies as defined by the PIC in two or more of the following three skill areas in which the terminee was deficient at enrollment: pre-employment/work maturity, basic education, or job-specific skills. **During PY '88, competency attainment in one skill area will meet the definition.**

(2) Entered an occupational-skills employment/training program, not funded under Title II of the JTPA, which builds upon and does not duplicate training received under Title II.

(3) Returned to full-time school if, at time of intake, the participant was not attending school and had not obtained a high school diploma or equivalent.

(4) Completed, during enrollment, a level of educational achievement which had not been reached at entry. Levels of educational attainment are elementary, secondary, and post-secondary. Completion standards shall be governed by State standards or, at the Governor's discretion, local standards at the elementary level; shall include a high school diploma, GED Certificate or equivalent at the secondary level, and shall require a diploma or other written certification of completion at the post-secondary level. NOTE: To obtain credit, completion of a major level of education must result primarily from participation in a JTPA activity.

(5) Completed program objectives as defined in approved exemplary youth project plans if, at time of entry, the participant was 14 or 15 years of age.

EDUCATION STATUS

SCHOOL DROPOUT -- An adult or youth (aged 14-21) who is not attending school full-time and has not received a high school diploma or a GED certificate.

STUDENT -- An adult or youth (aged 14-21) who has not received a high school diploma or GED certificate and is enrolled full-time in an elementary, secondary or postsecondary-level vocational, technical, or academic school or is between school terms and intends to return to school.

HIGH SCHOOL GRADUATE OR EQUIVALENT (No Post-High School) -- An adult or youth (aged 14-21) who has received a high school diploma or GED Certificate, but who has not attended any postsecondary vocational, technical, or academic school.

POST HIGH SCHOOL ATTENDEE -- An adult or youth (aged 14-21) who has received a high school diploma or GED certificate and has attended (or is attending) any postsecondary-level vocational, technical, or academic school.

FAMILY STATUS

SINGLE HEAD OF HOUSEHOLD -- A single, abandoned, separated, divorced or widowed individual who has responsibility for one or more dependent children under age 18.

RACE/ETHNIC GROUP

WHITE (NOT HISPANIC) -- A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

BLACK (NOT HISPANIC) -- A person having origins in any of the black racial groups of Africa.

HISPANIC -- A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin (including Spain), regardless of race. NOTE: Among persons from Central and South American countries, only those who are of Spanish origin, descent, or culture should be included in the Hispanic category. Persons from Brazil, Guiana, and Trinidad, for example, would be classified according to their race, and would not necessarily be included in the Hispanic category. Also, the Portugese should be excluded from the Hispanic category and should be classified according to their race.

AMERICAN INDIAN OR ALASKAN NATIVE -- A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

ASIAN OR PACIFIC ISLANDER -- A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan), or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa. Hawaiian natives are to be recorded as Asian or Pacific Islanders.

OTHER BARRIERS TO EMPLOYMENT

LIMITED ENGLISH LANGUAGE PROFICIENCY -- Inability of an applicant, whose native language is not English, to communicate in English, resulting in a job handicap.

HANDICAPPED INDIVIDUAL -- Refer to Sec. 4(10) of the Act. Any individual who has a physical or mental disability which for such individual constitutes or results in a substantial handicap to employment. NOTE: This definition will be used for performance standards purposes, but is not required to be used for program eligibility determination (Sec. 4(8)(E)).

OFFENDER -- For reporting purposes, the term "offender" is defined as any adult or youth who requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction (excluding misdemeanors).

READING SKILLS BELOW 7th GRADE LEVEL -- An adult or youth assessed as having English reading skills below the 7th grade level on a generally accepted standardized test.

LONG-TERM AFDC RECIPIENT -- An adult or youth welfare recipient who had received (or whose family had received) cash payments under AFDC (SSA Title IV) for any 24 or more of the 30 months prior to eligibility determination.

U.C. STATUS

UNEMPLOYMENT COMPENSATION CLAIMANT -- Any individual who has filed a claim and has been determined monetarily eligible for benefit payments under one or more State or Federal unemployment compensation programs, and who has not exhausted benefit rights or whose benefit year has not ended.

LABOR FORCE STATUS

EMPLOYED -- (a) An individual who, during the 7 consecutive days prior to application to a JTPA program, did any work at all: (i) as a paid employee; (ii) in his or her own business, profession or farm, or (iii) worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or (b) an individual who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job. (This term includes members of the Armed Forces on active duty, who have not been discharged or separated; participants in registered apprenticeship programs; and self-employed individuals.)

EMPLOYED PART-TIME -- An individual who is regularly scheduled for work less than 30 hours per week.

UNEMPLOYED -- An individual who did not work during the 7 consecutive days prior to application for a JTPA program, who made specific efforts to find a job within the past 4 weeks prior to application, and who was available for work during the 7 consecutive days prior to application (except for temporary illness).

UNEMPLOYED: 15 OR MORE WEEKS OF PRIOR 26 WEEKS -- An individual who is unemployed (refer to definition above) at the time of eligibility determination and has been unemployed for any 15 or more of the 26 weeks immediately prior to such determination, has made specific efforts to find a job throughout the period of unemployment, and is not classified as "Not in Labor Force".

NOT IN LABOR FORCE -- A civilian 14 years of age or over who did not work during the 7 consecutive days prior to application for a JTPA program and is not classified as employed or unemployed.

WELFARE GRANT INFORMATION

WELFARE RECIPIENT -- An individual who receives (or whose family receives) cash payments under AFDC (SSA Title IV), General Assistance (State or local government), or the Refugee Assistance Act of 1980 (PL 96-212) at the time of JTPA eligibility determination. For reporting and performance standards purposes, exclude those individuals who receive only SSI (SSA Title XVI).

PROGRAM COSTS

ACCRUED EXPENDITURES -- The allowable charges incurred during the program year to date requiring provision of funds for: (1) goods and other tangible property received; and (2) costs of services performed by employees, contractors, subrecipients, and other payees.

NOTE: These charges do not include "resources on order", i.e., amounts for contracts, purchase orders and other obligations for which goods and/or services have not been received.

APPENDIX D
GLOSSARY OF TERMS

APPENDIX D
GLOSSARY OF TERMS

ASSESSMENT -- A method for observing, recording, measuring, and certifying behavior. The process used to determine the need for competency-based instruction in a particular youth competency area (pre-assessment) and the attainment of the learning objectives (competencies) in a particular youth competency area (post-assessment). Through interviews, testing and counseling, each participant's employability, aptitudes, abilities and interests, and employment related goals are determined.

BASIC EDUCATION SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas which includes reading comprehension, math computation, writing, speaking, listening, problem solving, and the capacity to use these skills in the workplace.

BENCHMARK -- An expression of the required level of achievement necessary to certify proficiency in a particular competency indicator, competency statement, or competency area.

CERTIFICATE OF ACHIEVEMENT -- A document, record, letter, etc., which is awarded to a participant who successfully achieves the pre-determined competency requirements in a particular program. The certificate allows for acknowledgement of competency attainment and serves as a credential to assist the participant in entering the labor market. The certificate can also serve as a motivational tool for participants.

COMPETENCIES -- The skills, attitudes, knowledge, and behaviors that, if learned at a prescribed level, enable the participant to be proficient in a particular subject area or perform specific tasks. The Department of Labor has identified eleven core competencies to ensure that each youth acquires these threshold skills and achieves baseline employability. The eleven core competencies are:

-- Making career decisions;

- Using labor market information;
- Preparing resumes;
- Filling out applications;
- Interviewing;
- Being consistently punctual;
- Maintaining regular attendance;
- Demonstrating positive attitudes/behavior;
- Presenting appropriate appearance;
- Exhibiting good interpersonal relations; and
- Completing tasks effectively.

COMPETENCY AREA -- The designation for a broad set of competencies of the same general type. Together, this set of competencies constitutes a competency-based curriculum in which instruction may be provided. Under JTPA, three such areas have been designated for the youth competency-based system: pre-employment/work maturity skills, basic education skills, and job specific skills.

COMPETENCY STATEMENT -- An expression of a learning objective which includes the skill, attitude, knowledge, and/or behavior to be learned (indicator), the level of achievement to be required (benchmark), and the method of measurement to be used to determine achievement (measurement).

COMPETENCY SYSTEM -- A set of policies and procedures within the context of JTPA, generally applied to youth programming which includes the following: designation of youth competency areas in which instruction is provided, development of a comprehensive set of competency statements, design of clearly defined, objective, and unbiased pre- and post-assessment procedures, implementation of the competency-based curriculum, development of an employability development plan, provision of a certificate of achievement, documentation and tracking mechanisms, monitoring and review functions, and integration of the competency-based approach into overall planning, operations, administration, MIS, and fiscal functions of the SDA.

CRITERION-REFERENCED TEST -- A test which measures a participant's performance in relation to a pre-determined, absolute standard, and provides explicit information concerning what he or she can or cannot do, independent of the performance of others.

DOCUMENTATION -- A record of the participant's level of proficiency on each competency before, during, and upon completion of training. This record provides justification for assignment to specific learning activities, demonstration of competency, and claiming a positive termination.

EMPLOYABILITY DEVELOPMENT PLAN (EDP) -- A written document which highlights an active intervention strategy for each youth. It is formulated by program staff in conjunction with the participant. The EDP (also known as the Individual Education Plan (IEP) and Individual Training Plan (ITP) identifies:

-- Where the participant is now (assessment results, strengths, possession of specified competencies)

-- Where the participant wants to be (interests/aptitudes, short/long range goals and objectives, post program labor market status sought)

-- Barriers to achievement (assessment results, skill deficits or weaknesses, factors that place the participant at risk of chronic unemployment, lack of specified competencies)

-- A plan of action to overcome the barriers (acquiring specified competencies through related activities, evaluating results or competency gains, and obtaining employment).

EMPLOYABILITY ENHANCEMENT -- An outcome for youth participants, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for long-term increase in earnings and employment. The youth employability enhancements include: (1) Attaining two or more PIC-recognized youth employment competencies; (2) Entering non-Title II training, (3) Returning to full-time school, (4) Completing major level of education or, (5) For 14-15 year olds, completing program objectives.

FIELD TEST -- A validation process to determine if measurement criteria used in testing are objective, clearly defined, consistent, and free from bias.

FOLLOW-UP -- The collection of information on a terminee's employment situation at a specific period after termination from the program.

FUNCTIONAL BASIC SKILLS -- Basic education skills used to perform daily work and living activities, particularly related to performance in a particular job or occupational area.

INDICATOR -- An expression of the skill, attitude, knowledge, and/or behavior that demonstrates that one possesses a desired outcome.

INTAKE -- Includes the screening of an applicant for eligibility and (1) A determination of whether the program can benefit the individual; (2) An identification of the employment and training activities and services which would be appropriate for that individual; (3) A determination of the availability of an appropriate employment and training activity; (4) A decision on selection for participation, and (5) The dissemination of information on the program. Of course, intake and assessment are interrelated processes.

JOB SPECIFIC SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas. Primary job specific skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Secondary job specific skills entail familiarity with and the use of set-up procedures, safety measures, work-related terminology, recordkeeping and paperwork formats, tools, equipment, and materials, and breakdown and cleanup routines.

POST-ASSESSMENT -- Evaluation of a participant's achievement at the end of the program to determine if competency-based learning gains took place during program enrollment.

PRE-ASSESSMENT -- Determination of a participant's employment competency needs at the start of the program to determine if youth require assistance and are capable of benefitting from available services.

PRE-EMPLOYMENT/WORK MATURITY SKILLS -- One of the three U.S. Department of Labor recognized youth competency skill areas. Pre-employment skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, applications, and follow-up letters.) They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. Work maturity skills include positive work habits, attitudes, and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along with and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image.

Quantifiable Learning Objectives -- PIC-recognized competency statements that are quantifiable, employment-related, measurable, verifiable learning objectives that specify the proficiency to be achieved as a result of program participation.

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